PERSPECTIVES OF COLLEGE STUDENTS WITH SUBSTANCE USE DISORDERS AND THE ROLE OF EMOTIONAL INTELLIGENCE ON STUDENT SUCCESS AND WELL-BEING

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ABSTRACT

There are barriers that college students face on their collegiate journey as they pursue their degree. The barriers affect well-being and the success of students and higher education institutions need to be at the forefront of dynamic and comprehensive student support systems for students to persist and be successful. The purpose of this mixed methods research case study was to describe college substance use disorders students' perceptions of the role that Emotional Intelligence (EI) plays in their college success and well-being. A constructivist worldview and the Emotional Intelligence (EI) Framework was employed to garner information that would assist educational leaders to develop programs that would directly target students with substance use and abuse concerns to develop their EI.

The overarching question that guided this research was: What are the SUDs students' perceptions of the role that EI plays in their college success and well-being? Sub-questions included (a) What meaning do SUDs college students assign to EI?; (b) Do SUDs college students feel that EI plays a role in their well-being?; (c) Do SUDs college students feel that EI plays a role in their college success?; (d) Is there a correlation between EI and success in SUDs students and if so, what is it?; (e) Is there a correlation between EI and well-being in SUDs students and if so, what is it? It was hypothesized that substance users with high EI would have higher grade point averages and positive life satisfaction scores. Self-reported surveys and a custom questionnaire was used to collect the data from undergraduate, full-time, college students. Through quantitative analysis, it was found that SUDs students that had high EI scores ($\geq$137) also had high life satisfaction scores, however not all subjects that had high EI scores had high GPA scores. The qualitative findings revealed students wanted to be met where they are and do in fact believe that EI and well-being are important components to their college success.

It was concluded that the perspectives of college students with substance use and abuse concerns did value Emotional Intelligence and well-being and would like programs to be developed to assist them in developing those skills.

Keywords: Emotional Intelligence, well-being, substance use disorder, social and emotional development, college student, andragogy

DEDICATION

This is dedicated to my amazing family and mentors, for all their support and belief in me. Specifically, to my children Ayden and Liliana for understanding that Mommy sometimes had to do homework and for being proud of me. Both of you amaze me every day and I hope that you will value education as much as I do. To Carlos, for reminding me of my dream and making it possible to achieve. For all the proof reading, paper organization and time I needed to finish my homework, thank you. To Alex, congratulations to you and thank you for your confidence in me and interest in my education journey. To my father, thank you for your support and valuing education. I could not have gotten to this point without your help. To my mother, for reminding me that I am worth it, I can do this, and to take breaks to recharge. To my sister, for all the educational conversations, your understanding and motivational chats that kept me going. To my brother, for inspiring me, for your advocate work for individuals with substance use and abuse issues, and for your authentic interest in my journey to pursue a doctorate. My deepest gratitude for my mentors and dissertation chair and committee. You all have given me unconditional guidance and personal, professional, and educational support. I recall a statement during my first summer intensive session, that graduate work would be challenging, I might wonder if I am crazy at times, and it would be life changing. Truly this journey has been a test and a magnificent journey of personal, emotional, professional, and educational growth. I also extend my gratitude for the assistance I was provided by my editor and dissertation coach. Thank you all from the bottom of my heart.

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CHAPTER 1

INTRODUCTION TO THE STUDY

The purpose of this mixed methods research case study was to describe college substance use disorders students' perceptions of the role that Emotional Intelligence (EI) plays in their college success and well-being. Substance use disorders (SUDs) occur when repeated use of alcohol and/or drugs cause clinical and functional impairment (SAMHSA, 2014b). The study was heavily based on the *Emotional Intelligence Framework* put forth by Mayer and Salovey (1997), because emotional intelligence has been linked to college success (Brackett, Rivers, & Salovey, 2011; Jaeger, 2003; Kerr, Johnson, Gans, & Krumrine, 2004; Ramirez, Gudi, Griffin, & Sherbert, 2016; Romanelli, Cain, & Smith, 2006; Walsh-Portillo, 2011). A constructivist worldview and the Emotional Intelligence (EI) Framework was employed to garner information that would assist educational leaders in developing programs that could help students develop their EI. Utilization of the perspectives of SUDs college students to better understand the role that Emotional Intelligence plays in their success and well-being could enhance the models, methods, and approaches that professionals in higher education utilize to better serve SUDs students.

Higher education has transformed dramatically in the last fifty years (OECD, 2011). Education plays a major role in economic and social development, and these are driving factors in the investment that countries have made in their human capital (OECD, 2011). The need to adapt to global education, politics, and financial climates, as well as to the needs of the current student population, are key factors for these changes (OECD, 2011; Ross-Gordon, 2011). Adult learners are entering into college with different needs than in the past (Ross-Gordon, 2011). However, these are not limited to academic and financial needs, but extend to the level of social

and emotional preparedness (Durlak, Domitrovich, Weissberg, & Gullotta, 2017). Thus, conventional methods and services will no longer be effective in serving this transformed student population. The decrease in resources and shifts in prioritization for many colleges result in fewer supports for the specified group of students that are now entering higher education (Bauman, 2018).

College is a time when students are often away from their parents or guardians and are faced with many decision-making circumstances surrounding academics, social interactions, mixed emotions, and challenging situations. It is also a time where many factors may play a role in interrupting the persistence of a college student and ultimately affect the overall success of a graduate. These factors include a sense of belonging, substance use and abuse, mental triggers, social interactions, and emotional and academic preparedness (Brackett, Mayer, & Warner, 2004; Bringing Theory to Practice, 2013; Educational Development Trust, 2016; Eikenberry, 2016; The Higher Education Center for Alcohol and Other Drug Violence Prevention, 2008; NASPA, n.d.; Shuck, Albornoz, & Winberg, 2007). Success for college students is often defined as graduation and persistence (NASPA, n.d.). Persistence in college is often referred to as the ability to manage the factors that impede success, with success defined as graduation of an undergraduate in four to five years. There is also evidence that supports that grade point average and managing social and emotional circumstances assist in the academic and social emotional success of college students (Becker & Luthar, 2002; Stewart, Lim, & Kim, 2015).

The focus of this study was on college students with substance use disorders (SUDs) and their emotional intelligence (EI). Research has illustrated that substance use is prevalent in most higher education institutions (Anderson, 2017). The use of drugs and other substances can have a dramatic effect on the experiences that college students have (HECAODVP, 2008). Students

in college must develop strategies for learning and adaptation to survive the barriers existing in a traditional and sometimes hostile college environment (Shuck et al., 2007). Common barriers in higher education include, but are not limited to, stress, anxiety, achievement gaps, lack of social-emotional skills, substance abuse, and mental health concerns (Brackett et al., 2004; Educational Development Trust, 2016; Eikenberry, 2016; HECAODVP, 2008; NASPA, n.d.; Shuck et al., 2007; Walsh-Portillo, 2011). Many college settings promote a culture that encourages the use and abuse of substances (Raskin-White & Rabiner, 2012). Many students use alcohol as a coping mechanism in order to manage the multitude of factors with which students maybe bombarded with while in college (Pritchard, Wilson, & Yamnitz, 2007). These factors include stress, anxiety, financial responsibility, social and emotional pressures, and academic challenges, among others (Brackett et al., 2004; Educational Development Trust, 2016; Eikenberry, 2016; HECAODVP, 2008; NASPA, 2016; Shuck et al., 2007).

This case study sought to understand the student perspective about EI and provide detailed information so that educational leaders and specialists in the field could develop supplemental programs that would augment the success of SUDs students. If education leaders and student affairs professionals could understand how to reach students in college to assist them in the development and successful facilitation of emotional intelligence, then students would be more successful in their collegiate experience. Social emotional development in schools was found to be an essential component to academic success as well as overall child, adolescent, and adult development (Aviles, Anderson, & Davila, 2006; Durlak et al., 2017; Ringeisen, Henderson, & Hoagwood, 2003).

The purpose of this chapter is to offer background and context for the study in order to better understand college substance use disorders students' perceptions of the role that Emotional

Intelligence plays in collegiate student success and well-being. The subsequent chapters address a discussion, followed by the statement of the problem, and conceptual framework on which the study was based. Research questions, definitions of important terms used in the study, and the significance of the study were also addressed.

Background of the Study

Barriers exist that prevent students from completing their undergraduate degrees. Barriers could come in several forms, and they affect the well-being and success rates for students (NASPA, n.d.). Substance use and underdeveloped levels of emotional intelligence (EI) were barriers that were presented in the literature that directly affect well-being and success of students in higher education (Brackett et al., 2004; Educational Development Trust, 2016; HEAODVP, 2008; NASPA, n.d.; Shuck et al., 2007; Walsh-Portillo, 2011). Academic success and EI had a direct correlation (Goleman, 2006; Mayer, Salovey, & Caruso, 2004). Low levels of EI were found to negatively impact student success and have been shown to be a significant predictor of both alcohol-related problems and drug-related problems (Brackett et al., 2004; Riley & Schutte, 2003). Also, there was a statistically significant relationship between the managing of emotions EI subscales as developed by Mayer and Salovey (1997) and substance use in college students (Eikenberry, 2016).

EI playes a role in navigating the environment and social situations (Brackett et al., 2004). The development of EI could help students at risk and prepare them with essential knowledge to manage their experiences better, thus strengthening resilience, assisting in a more successful adaptation to college, and allowing for a more successful collegiate experience. The level of EI of college students was linked to student success (Walsh-Portillo, 2011). However,

there was little research on understanding the experience of SUDs students, and how EI impacts student success and well-being, if at all, from the students' perspective.

Statement of the Problem

There are many barriers that college students face on their journey to degree completion. These barriers include stress, anxiety, achievement gaps, lack of social-emotional skills, substance use and abuse, mental health concerns, and many others (Brackett et al., 2004; Educational Development Trust, 2016; Eikenberry, 2016; HECAODVP, 2008; NASPA, n.d.; Shuck et al., 2007; Walsh-Portillo, 2011). These barriers affect the level of well-being and the success of students (NASPA, n.d.). Higher education institutions need to be at the forefront of dynamic and comprehensive student support systems for students to persist and be successful. Student success, in the literature, was often defined as persistence in college and completing one's degree, by many educational professionals (NASPA, 2018). These services include, but were not limited to, outreach, mental health, and campus activities (Anderson, 2016).

Substance use continues to threaten both the health and well-being of the young adult (ages 18–25) population across the nation. Survey results provided evidence that young adults are reported to have a higher occurrence of drug use than adults (United Nations Office on Drugs and Crime, 2016). Furthermore, college students were shown to be more likely to use alcohol and other drugs more often than their non-college peers, according to the National Institute on Drug Abuse (2017).

A report by Educational Development Trust (2016) states that educational leaders should be aware that "student wellbeing is receiving increasing attention in many contexts," (p. 9), including educational settings. The ethics of care that are applied in the education setting guide the decisions of educational leaders (Shapiro & Stefkovich, 2016). These decisions directly

affect what students have access to, and assist students in having the most well-balanced and purposeful educational experience to promote their well-being (Robbins & Trabichet, 2009).

Substance use is a major barrier in maintaining well-being and success in college. Students with SUDs have already been identified as a marginalized and underrepresented group, and it is important for educational institutions to take action to assist in the well-being and success of these students in higher education (Foote, Wilkens, & Vavagaikis, 2004). In part, marginalization occurs due to the many layers of social and personal stigma associated with misuse of drugs (Livingston, Milne, Fang, & Amari, 2012). This population is overlooked and does not receive enough attention on many campuses because of the stigma or the lack of resources needed to service this population of students (Miller, 2013).

Although EI has been researched in several populations, a gap existed in the literature regarding college students who are affected by substance use. The researcher of this study suggested that a deeper understanding of SUDs students' perceptions of the role that EI plays in their overall well-being and success could enhance the models, methods, and approaches that professionals in higher education utilize to better serve the SUDs student populations on and off campuses around the world.

Purpose of the Study

Research supports that the U.S. values the ideal of student well-being, where educational leaders, especially those in student affairs, aspire to provide a well-rounded and fulfilling experience for a student (Shapiro & Stefkovich, 2016; Stefkovich & Begley, 2007). U.S. educational professionals from both K–12 and college levels tend to put the best interests of the student above all else (Kubow & Fossum, 2007). This was evident as there were conferences dedicated to the well-being of students at the postsecondary level. The first national NASPA

Well-being and Health Promotion Leadership Conference (2018) was held in Portland, Oregon, where well-being was discussed as an idea that looks at the whole student and their collegiate experience. Other conferences including *Leading to Well-being* (*2017),* and *the BTtoP National Conference (2017),* which focused on the intersectionality between a college student and well-being, have occurred as this topic attracts more awareness in higher education. However, substance use is a worldwide phenomenon, and the use and abuse during the traditional college age (i.e., 18–22) was more prevalent (NIH, 2017). Emerging adulthood is seen in ages 18–24, and this is considered a traditional college student (Arnett, 2005). The purpose of this mixed methods study was to provide detailed information to assist educational leaders in creating programs to assist students to develop their EI as an important part of student well-being and collegiate student success.

Research Questions

The overarching question that was purported to be answered through the data collection was: *What are the SUDs students' perceptions of the role that EI plays in their collegiate student success and well-being?*

The sub-questions that were addressed through the collection of data included:

1. What meaning do SUDs college students assign to EI?
2. Do SUDs college students feel that EI plays a role in their well-being?
3. Do SUDs college students feel that EI plays a role in their collegiate student success?
4. Is there a correlation between EI and success in SUDs students and if so, what is it?
5. Is there a correlation between EI and well-being in SUDs students and if so, what is it?

Theoretical Foundation

The paradigm that influenced this research study is constructivism. This theory was influenced by several theorists including Vygotsky, Piaget, Dewey, and Bruner (Achkovska-Leshkovska & Spaseva, 2016; Bruner, 1966; Vygotsky, & Cole, 1978; Wadsworth, 2004). This worldview alludes to the role that social and emotional development play in an individual's life, as well as the impact they have on well-being. A constructivist tends to use "a more personal, interactive mode of data collection" (Mertens, 2015, p. 19). This epistemological view was the theoretical foundation that guided the conceptual framework, literature review, methodology, and conclusions of this study.

Constructivism theorizes that learning is an active process and is socially constructed (Mertens, 2015; Shuck et al., 2007). This perspective allows educational leaders and other professionals to see more clearly that individuals experience a learning scenario differently depending upon their past social and emotional experiences. There are multiple realities where "knowledge gets constructed by interaction between the questioner and the world" (Takacs, 2003, p. 31), and is influenced by beliefs, values, and other experiences (Mertens, 2015). "Experience is not isolated, but connected to previous opportunities for learning often associated with emotions" (Shuck et al., 2007, p. 108).

Utilization of a constructivist perspective, provides a lens where it views college students using their experiences to construct and adapt to the new experiences that were presented to them in college. The paradigm of constructivism in an educational setting, such a traditional college experience for adult learners, helps to explain how and why college SUDs students act and react to various situations. "Understanding of the constructivist emotional learning perspective would open new transformative teaching possibilities" (Shuck et al., 2007,

p. 111). These possibilities could help students at risk and prepare them with essential knowledge to manage their experiences better, thus strengthening resilience, assisting in a more successful adaptation to college, and allowing for a more successful collegiate experience.

Conceptual Framework

The theories that were used in this qualitative research study include Social Emotional Learning and Emotional Intelligence. There were several theorists who have contributed to the research field of EI, including Mayer and Salovey (1997), Daniel Goleman (1995), and Reuven Bar-On (2006). Other concepts that played a major role in the development of this research study included the following: ethics of care; student well-being; and student success (NASPA, n.d.; Shapiro & Stefkovich, 2016). This conceptual framework attempted to define and connect the constructivist view with the relationships identified in the synthesis of data and the interpretation of the findings in this research study (Grant & Osanloo, 2014).

There were several philosophies that research uncovered in respect to EI and how it is developed. Some theorists believed that it is innate, and others believed that it could be developed. Mayer et al. (2004) and Durlak et al. (2017) described EI and social emotional learning as skills that could be learned, developed, and modeled. This scheme influenced the development of the research questions for this study. The notion that EI can become stronger over time, through instruction and practice, would be essential for higher education professionals to understand. Also, Bandura (1986) developed the social cognitive theory, which recognizes that the prosses between observation and response is a cognitive process. This supports the idea that skills can be learned and developed to affect responses to situations. Lastly, Maslow's Hierarchy of Needs is taken into consideration, as this theory incorporates a holistic approach to

education, and learning. Maslow focuses on the physical, emotional, social, and intellectual components that impact an individual's learning.

Research connected emotional intelligence and collegiate student success; this was the foundation upon which this study was framed (Kerr et al., 2004). This study focused on the model that was developed by Mayer and Salovey (1997), which described four specific EI competencies that were required for a college student's success. These competencies were broken down into four branches and included perceiving, understanding, facilitating, and managing emotions, as depicted in Figure 1. The first competency, understanding emotions, was characterized by the ability to analyze one's own emotion and apply it over time. The next was managing emotions, which was described "in the context of the individual's goals, self-knowledge and social awareness" (Mayer et al., 2004, p. 199). The facilitation of emotions competency referred to emotions which assisted an individual's thinking. The final competency referred to perceiving the emotions of others as a skill.

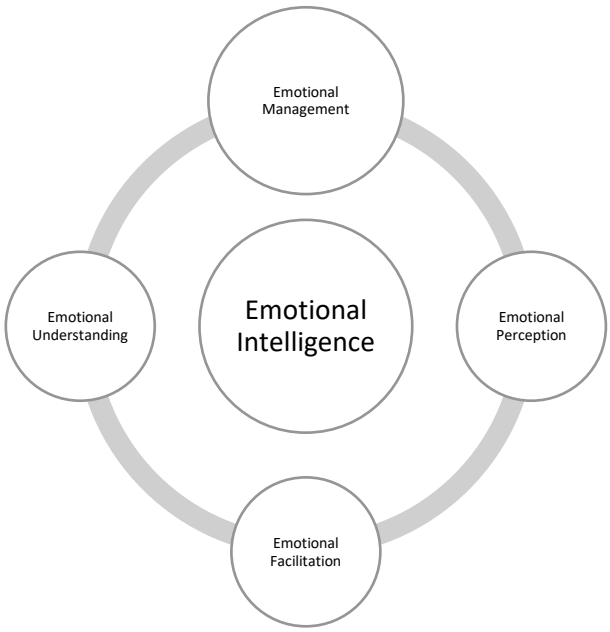

Figure 1. Emotional Intelligence Diagram. Adapted from Mayer and Salovey (1997).

There was a growth in the interest level of social emotional learning over the last decade (Durlak et al., 2017). Social emotional learning (SEL) is instructed in the areas of social and emotional skills that were taught to individuals to model appropriate behaviors for all types of environments. Durlak et al. (2017) posited SEL programs "enhance… students' capacity to integrate cognition, affect, and behavior to effectively deal with tasks and challenges" (p. 6). The skill developed focus on interpersonal and intrapersonal strengths. There are five competency areas, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. SEL supported the positive development of students' academic skills and the ability to become socially and culturally competent citizens of the world (Durlak et al., 2017).

Social learning can be broken down into several components, however for the purposes of this study, emotional and social learning is thought to be a series of skills that can be developed. Bandura (1977) originally identified social learning theory, then renamed social cognitive theory in 1986. This revision was completed to include a key component of the cognitive process that is associated with observation and response. This theory links the idea that social and emotional responses can be altered if proper skills are introduced for the cognitive phase of the process.

Although there are several definitions of well-being, for the purposes of this study, well-being is inclusive of the development of the 'whole person'. Aristotle described well-being in terms of Eudaimonia, to human flourishing (Lacewing, n.d.). The application of well-being as it relates to college students and their development process of their whole being is supported by this view. For the purposes of this study, collegiate student success was defined as persistence

and completion, often seen as the measure for collegiate student success by many student affairs practitioners (NASPA, n.d.).

Nature of the Study

The purpose of this mixed methods research case study was to describe college substance use disorders students' perceptions of the role that Emotional Intelligence plays in collegiate student success and well-being. This study purported to provide new knowledge for the fields of education, sociology, student affairs, health, and well-being. The information gathered could provide a deeper understanding on the elements that affect SUDs student success and adaptation to college. This case study could provide an in-depth understanding of the perceptions of college students with SUDs and EI (Creswell, 2013). The research questions were directly related to a mixed methods approach, where the qualitative information gathered sought to uncover a deeper understanding of the meaning and influence EI had in a SUDs college students' success (Maxwell, 2013). The quantitative information gathered sought to uncover if any correlation existed among EI, well-being, and student success. The rationale to investigate if correlations, also defined as relationships, exist among the variables, was to uncover the strength and direction of those relationships. This information was gathered through survey methods. The null hypothesis was that there would be no relationship between EI, collegiate success or well-being. The alternate hypothesis was that substance users with high Emotional Intelligence would have higher grade point averages and have a more positive life satisfaction score, which would assist them in navigating the challenges of college.

Self-reported assessments and custom survey was utilized to gather the data. Winters and Zenilman's *Simple Screening Instrument for Substance Abuse Self-Administered Form* (1994) was highlighted in the literature (Eikenberry, 2016). The survey was supported by the U.S.

Department of Health and Human Services and Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment (SAMHSA) and identified symptoms of substance use issues (Winters & Zenilman, 2004). Another self-reported survey that was used in this study was the *Schutte Self-Report Emotional Intelligence Test,* which measured EI (Schutte, Malouff, & Bhullar, 2009). This test measured the four facets of EI based on the Mayer and Salovey Emotional Intelligence Ability Model (1997). Studies conducted by Eikenberry (2016) and Ramirez, Gudi, Griffin, and Sherbert (2016) implemented this test because of the ease of access to the test and reliability of the instrument. Lastly, the *Satisfaction with Life Scale* which was developed by Diener, Emmons, Larsen, and Griffin (1985), was employed to identify the level of well-being in students.

Research suggests that there is a relationship between EI and well-being on collegiate student success (Bar-On, 2012; Brackett, Rivers, & Salovey, 2011; Jaeger, 2003; Mayer & Salovey, 1997; Romanelli, Cain, & Smith, 2006). However, this is not confirmed and more research is required to either support or refute the claim. Also, there was very little research on the concept of well-being in college students and the role that EI plays in managing their student success.

The application of a mixed methods research approach would yield the most robust results by providing quantitative data from the self-reported surveys and additional qualitative data that could explain, from the students' perspective the role EI plays in their success and well-being. The rationale for utilizing the self-reported surveys as well as collecting additional data from answers to follow-up questions from students, was to strengthen the study. The use of thematic identification and quantitative data would elicit a strategy to corroborate the evidence

by "providing validity" (Creswell, 2013, p. 251) to the findings. Peer review and clarifying researcher bias are other validation strategies that were employed in this study.

Definitions

Alcohol and Other Drugs (AOD): The misuse or abuse of alcohol, over-the-counter medications, illicit drugs, cannabis, stimulants, hallucinogens, opioids and tobacco (SAMHSA, 2014b).

College Student: An individual, eighteen years of age or older, who is registered for college-level courses from a two- or four-year higher education institution.

Emotional Intelligence (EI): "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth" (Mayer & Salovey, 1997).

Flourishing: The idea that a person is able to thrive in all facets of life, including how an individual develops the meaning of their life, positive emotions, engagement in life, relationships with others, accomplishments, and the achievement of authentic happiness (Seligman, 2013).

Recovery: "Recovery is the experience (a process and a sustained status) through which individuals, families, and communities impacted by severe alcohol and other drug (AOD) problems utilize internal and external resources to voluntarily resolve these problems, heal the wounds inflicted by AOD-related problems, actively manage their continued vulnerability to such problems, and develop a healthy, productive, and meaningful life" (White, 2007).

Social Emotional Learning (SEL): Social emotional learning centers around instruction in the areas of social and emotional skills that are taught to individuals to model appropriate behaviors for all types of environments (Durlak et al., 2017).

Substance Use Disorders (SUD): Disorders that can be mild to severe in severity and occur when recurring use of alcohol and/or drugs cause clinical and functional impairment; and are

often linked to mental disorders. Common drugs are alcohol, cannabis, tobacco, opioids, hallucinogens, and stimulants (SAMHSA, 2014b).

Student Success: Persistence in a college environment, academic success that leads to a grade point average that allows for registration for classes and the collegiate journey ultimately leads to graduation (NASPA, n.d.).

The Substance Abuse and Mental Health Services Administration (SAMHSA): "The agency within the U.S. Department of Health and Human Services (2016) that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities." (SAMHSA, 2014).

Well-being: Whole person flourishing, including social, emotional and academic success.

Assumptions

The primary assumption of this study was that the Emotional Intelligence Scale would measure all four subscales of EI. The second assumption was that all participants could read and understand all the survey questions. The third assumption was that all the participants would be truthful in their responses. These assumptions were necessary in the context of this study and to prove each to be true was unfeasible for doctoral-level research.

Scope and Delimitations

This study was bound to a small private university in New England. The study was limited to those who agreed to the consent form and completed all the surveys. The study was focused on full-time undergraduate students ages 18-25. The timeframe of the participant recruitment and data collection was limited to a traditional academic year, in the spring semester of 2019. The surveys utilized a Likert scale, and closed- and open-ended questions were asked on the follow-up questionnaire.

Limitations

The convenience sampling technique that was employed in this study was noted as a limitation because it restricted the study results and cannot be generalized to a larger population. Thus, it limited the transferability due to self-described experiences. Also, the scores for EI, substance use, and well-being are all self-reported; therefore, it would be the responsibility of the participant to answer truthfully. Lastly, the research study was designed to show possible relationships between and among variables and cannot definitively indicate causality.

Significance of the Study

The factors that contributed to collegiate student success and overall well-being were interrelated according to *Bringing Theory to Practice* (2013). However, the literature lacks guidance on the significance of well-being among students with substance use disorders. By examining college substance use disorders students' perceptions valuable insight could be gained, thus aiding in the development of policies that promote SUDs students' overall success and well-being. The perspectives could provide specific details on how to reach the students and if students even feel that EI or well-being are important to them. If there was a direct correlation between EI and college success and EI and well-being, then it would be valuable for educational practitioners to learn more about how to incorporate programs that could develop EI in all college students, including those that use or abuse substances.

The significance to practice was that programs could be specifically created that were geared toward the development of EI for college students, specifically for those who have substance use disorders. Having a deeper understanding about how college students perceive the role of EI in their student success and well-being would provide the information about how to best reach the students. If student affairs professionals and educational leaders are able to reach

SUDs students directly and assist them in developing their level of EI, then their level of success and well-being would most likely improve. Emotional intelligence and well-being could be developed according to the research (Adler & Seligman, 2016; Bringing Theory to Practice, 2013; Mayer, Salovey & Caruso, 2008). In addition, Adler and Seligman (2016) noted academic performance could be improved through the development of well-being. Therefore, this study could make a positive impact on the overall well-being and success rates of college students with substance use disorders.

Summary

This chapter outlined the study background, purpose, theoretical foundation, and significance. Emotional Intelligence is a popular concept that has been well-researched in several settings; however, there is a gap in the literature as EI related to college students with substance use disorders and their collegiate student success. There is a difference in the success rates between college students with SUDs and their non-matriculating peers (SAMHSA, 2010). There is also a growing focus on the well-being of college students, but there is little research on how it relates to college student success. Research uncovered intersections between EI and well-being, but there is little research to show how these two play a role in the success of college students from their perspective. The next chapter explores the theoretical foundation and conceptual framework in more detail as well as provides a review of literature to further support why research in this area is still needed.

CHAPTER 2

REVIEW OF LITERATURE

There are a few common goals among college students and higher education leaders, staff, and educators, which include persistence and completion in higher education (Center for the Analysis for Postsecondary Readiness, 2018; Educational Development Trust, 2016; EDUCAUSE, n.d.; Gallup, 2018; NASPA, n.d.). Students enter into higher education with the expectation that they will graduate with a degree in their area of choice. However, many college students do not anticipate the various challenges that they will be faced with during their collegiate experience.

There are several factors that impede collegiate success in traditional college settings. These factors include, but are not limited to, financial burden, academic preparedness, stress, anxiety, peer pressure, AODs, EI, and well-being (Brackett et al., 2004; Educational Development Trust, 2016; Eikenberry, 2016; HECAODVP, 2008; NASPA, 2016; Shuck et al., 2007; Walsh-Portillo, 2011). Many students are challenged with one or more of these examples. However, there are potentially campus resources, personal skill development, and support services that could be obtained by college students to mitigate the degree in which these challenges interfere with persistence and graduation.

Traditional college settings tend to have a culture that promotes use and abuse of substances (Raskin-White & Rabiner, 2012). Many students "report using alcohol as a coping mechanism" (Pritchard, Wilson, & Yamnitz, 2007, p. 4) to deal with the factors that cause peer pressure, stress, and difficulty handling their academic and social responsibilities (Monaci, Scacchi, Posa, & Trentin, 2013). When students were surveyed on their perception of alcohol

beliefs in college, it was revealed that students felt that it was a common practice associated with being a college student (Bravo, Prince, & Pearson, 2017).

Substance abuse continues to threaten the health and well-being of the young adult population across the nation. Surveys provide evidence that young adults are reported to have a higher occurrence of drug use than adults (United Nations Office on Drugs and Crime, 2016). In 2013, an estimated 21.6 million people ages 12 and older were classified with substance use or abuse (SAMHSA, 2014). In 2014, research showed 29 million individuals ages 15-64 suffered from substance abuse disorders (United Nations Office on Drugs and Crime, 2016). A recent nationally televised program on substance use and recovery, named *Facing Addiction in America* (November, 2016) reported that 29 million people still face addiction.

Substance use and abuse is a factor that plays a problematic role in the lives of many individuals, with the potential to affect social and professional behaviors and relationships (NIH, 2018). What is significant to note is that the presence of substance use disorders in individuals ages 18–25 are significant compared to other age ranges; this is the age range identified for traditional college students (Arnett, 2005; Davis, Sheidow, Zajac, & McCart, 2012; Laudet, Harris, Kimball, & Moberg, 2014). Substance use disorders affect the success and well-being of many college students, and it is suggested that the development of EI can assist college students in better managing challenging social collegiate experiences.

This review of literature is comprehensive and defines, uncovers, and explains several themes, theories, and findings as each relates to college students, collegiate success, SUDs, EI, and well-being. This literature review is inclusive of an overview of college students and how a traditional four-year college culture is often defined. The review identifies how substance use in college and collegiate student success intersect; the effects on well-being and collegiate success

of college students; and the role emotional intelligence plays in a student's academic success and well-being. The literature review includes how the findings and recommendations for future research found within the current body of knowledge led to the need for this particular research study. The information provided by a literature review is used to support this research study regarding the role of emotional intelligence (EI) on the success and well-being of college students. Pertinent literature is inclusive of and draws from the fields of education, health, sociology, medicine, and psychology.

Literature Search Strategy

This review of literature utilized the university's electronic library, EBSCO Database, PubMed Database, MEDLINE, the electronic resources available on the NASPA.org research site, ProQuest Dissertations and Theses online, Google Scholar, and ResearchGate. Books and research articles in English were selected for the purposes of this review. The search for relevant literature encompassed collections of scholarly published information using the terms *emotional intelligence, substance use, college students, success in college, and well-being*. The use of cited references from the relevant literature in the review was also utilized to identify additional sources.

The general findings of the literature review conclude that emotional intelligence is a critical skill that can be developed and that more research in this area is still needed as it pertains to college students. Although there are conflicting findings on the relationship between EI and college success, many researchers have found a positive correlation between EI interventions and grade point average (Arria, Caldeira, Bugbee, Vincent, & O'Grady, 2013; NIAAA, 2015; Williams, Powell, & Wechsler, 2002). The literature on EI and substance use in college was limited; however, many studies specifically addressed drinking in college and its effects on

student success (Brackett, Rivers, & Salovey, 2011; Ramirez et al., 2016; Walsh-Portillo, 2011). The concept of college student well-being is an emerging higher education focus, and the information on this topic often included mental well-being but not the definition of student flourishing as defined for this study (HECAODVP, 2008; Levitt, 2015). The access to information on EI, the various models, theorists, and testing measures was readily available and will be discussed later in this chapter. Through critical review it was found that no studies examined EI, social and emotional development, and well-being of college students as it relates to college students with substance use disorders (SUDs) and potential success.

College Student

According to SAMHSA (2006) the transitional period from adolescence to adulthood, which is also the traditional college age (18-25), is often a time when individuals adopt new social roles and identities (NIH, 2017). For persons in their late adolescent and young adult years, this is often a time of risk for substance use and mental health problems (Office of Applied Studies, 2005). Students typically take four to six years to complete an undergraduate degree from a four-year college. Several factors serve as the reason why many students do not graduate in four years. These factors include but are not limited to: changing majors, poor advisement from college personnel, finances, academic aptitude, health, mental and emotional challenges, and many others (Bringing Theory to Practice, 2013; Center for the Analysis for Postsecondary Readiness, 2018; Educational Development Trust, 2016; EDUCAUSE, n.d.; NASPA, n.d.). The push for undergraduates to graduate in less than five years is an issue on which many colleges have placed considerable resources to ensure better academic advising and other college student support systems (Center for the Analysis for Postsecondary Readiness, 2018; Educational Development Trust, 2016; EDUCAUSE, n.d.; Gallup, 2018; NASPA, n.d.; White, 2015).

College students interact with several services on campus that assist students in navigating their college experience. These services range from the bursar, financial and enrollment services, advisors, faculty, dining, health services, mental health services, student affairs services, police and safety offices, and others. Students interact with a variety of higher education personnel at many junctions of their collegiate experience. Therefore, questions arise concerning who is responsible for the collegiate success, social and emotional development, and well-being of the college students. Insight into how these questions are answered can be found in adult learning theory.

Andragogy

The theory of *andragogy* is recognized in the administration of adult learners and plays a role in the way in which college students are managed (Holton, Swanson, & Naquin, 2008; Knowles, 1990). The application of andragogy is to increase the effectiveness of how practitioners interact with students in academic and non-academic settings (Holton, Swanson, & Naquin, 2008). A common practice of andragogy is that the students are assumed to take most of the responsibility in their learning as a self-directed action, while the educators and personnel are to only to facilitate the experience when needed (Holton, Swanson, & Naquin, 2008). However, with this approach there is a gap, because not all adult learners know what they need. Some adult learners enter into college without the necessary tools to be prepared for the academic, social, and emotional demands needed to successfully navigate college (Butrymowicz, 2017; Raab & Adam, 2005).

College Culture

The traditional college setting is typically a four-year postsecondary institution, where students reside on or near campus. College is an environment that provides students separation

from parental figures, while pursuing academic advancement and navigating many social situations. This provides a host of challenges for students. The traditional college setting is a social environment that places a demand on students to navigate on a multidimensional level. Students not only have to navigate academics but also the financial, social, and emotional demands associated with the collegiate experience coupled with stress and anxiety (Becker & Luthar, 2002; Wang, Wilhite, Wyatt, Young, Bloemker, & Wilhite, 2012). These stressors may include academia, living situations, relationship mapping, peer-pressure, sexual exploration, mental, emotional, and health related issues.

According to the American College Health Association (2017) from the ACHA-NCHAII, Spring 2017 Survey, the top ten factors that affect college student success are: stress, anxiety, sleep, depression, sickness, work, family, extracurricular activities, internet and social media, and relationship difficulties. The study illustrates that there are more factors that play a role in a college student's success than academic aptitude. The college environment is a breeding ground for barriers to persistence and success, but may also contribute to the levels of life satisfaction and well-being and sense of belonging, which will be discussed later in this chapter (HECAODVP, 2008; NASP, n.d.).

Traditional college settings tend to have a culture that promotes use and abuse of substances (Raskin-White & Rabiner, 2012). Many students "report using alcohol as a coping mechanism" (Pritchard, Wilson, & Yamnitz, 2007, p. 4) to deal with the factors that cause peer pressure, stress, and difficulty handling their academic and social responsibilities (Monaci, Scacchi, Posa, & Trentin, 2013). When students were surveyed on their perception of alcohol beliefs in college, it was revealed that students felt that it was a common practice associated with being a college student (Bravo, Prince, & Pearson, 2017).

Substance Use and Abuse in College

University staff and administrations have specifically identified alcohol and other drugs (AOD) as a cultural problem that does not have an easy solution (Califano, 2007). Historically, universities have attempted to address the problematic culture of excessive alcohol use by means of primary and secondary prevention efforts (HECAODAVP, 2008). Adults (18-25) have a higher rate of substance use disorders than any other age group (Laudet et al., 2014). Factors that contribute to substance abuse disorders (SUDs) are depression, anxiety, negative thoughts or behaviors, disrupted social networks, and mental health (Davies, Elison, Ward, & Laudet, 2015).

The Harvard School of Public Health's College Alcohol Study surveyed over 50,000 students at 140 four-year colleges across forty states from 1993 to 2001 (Wechsler & Wuethrich, 2002). The study concluded that the culture of American colleges promotes alcohol-consumption; "Over many decades a culture of alcohol has become entwined in school customs, social lives, and institutions" (p. 2–3). Alcohol and drug use continue to be ranked among the greatest health threat to college students today (Raskin-White & Rabiner, 2012). The prevalence has dramatically risen from 34 % in 2006 to 45% in 2018 and 1 in 5 college students using AOD on college campuses, which is the highest it has been reported in three decades (Lipari & Jean-Francois, 2016 ; Schulenberg, Johnston, O'Malley, Bachman, Miech, & Patrick, 2019).

Davies et al. (2015) provided evidence that supports how lifestyle affects the recovery capital of individuals with SUDs. *Recovery capital* is the investment of time and learning skills, behaviors, and good decision making in recovery. Lifestyle is defined by Davies et al. (2015) as social situations, environment, living conditions, exposure to substances, and negative situations that lead to negative thoughts. These lifestyle influences are theorized to engage dysfunctional coping behaviors, and for individuals who have SUDs, this may trigger a relapse (Davies et al.,

2015). Substance use directly affects student success and well-being (HECAODVP, 2008; Mental Health and Well-being for College Students, 2018). Many campuses provide support services which are typically found as part of alcohol and drug prevention programming or student affairs support strategies (NASPA, n.d.).

Collegiate Success

Success for college students is often defined as graduation and persistence (NASPA, n.d.). However, there are several factors that interrupt students' academic success. Wolf-Wendel, Ward, & Kinzie (2009) conducted a qualitative study that reviewed literature around student development and student success. The three key elements that are discussed in this study are involvement, engagement, and integration of students at college having direct impact on overall success rates. A theme that continues to emerge from these student development elements is social integration as a key to success, and social integration is identified through the students' perceptions. However, these require positive social interactions for a 'sense of belonging' to emerge (Bringing Theory to Practice, 2013; Wolf-Wendel et al., 2009). If students are unable to develop a sense of belonging, then their academic persistence and overall college experience are affected (Seligman, 2013; Wolf-Wendel et al., 2009).

The study conducted by Pritchard and Wilson (2003) looked at 218 undergraduate students and revealed that emotional factors such as stress and social factors such as drinking are associated with grade point average. However, emotional factors such as self-esteem are related to persistence. A subsequent study found that students utilized negative coping behaviors like alcohol consumption to deal with the demands of the college experience during the first year (Pritchard, Wilson, & Yamnitz, 2007).

One-quarter of college students reported missing class, falling behind, doing poorly on assignments, and receiving lower grades because of their drinking (NIAAA, 2015). Researchers Arria et al. (2013) concluded from a review of literature that "excessive alcohol use and/or drug use during college contributes to a cascade of adverse consequences" (p. 5). These adverse effects include low grade point average, lack of retention of students, delayed graduation, missed opportunities, and others. In addition, studies show that high levels of alcohol consumption by college students can decrease the number of hours a student spends studying and results in a negative effect on grade point average (Williams, Powell, & Wechsler, 2002).

Well-being in College

A research study conducted by Gallup (2018) identified that "when individuals focus on improving their well-being, they are more resilient and adaptable, manage stress better, engage in civic activities, and are more likely to agree they learn something new or interesting each day — a measure of lifelong learning" (p.5). The development of well-being allows for individuals to feel a sense of belonging, be more productive, have better life satisfaction, and can lead to college students having more fulfilling careers post-graduation (Gallup, 2018; NASPA, n.d.; Pollard & Davidson, 2001).

The hyper-focus on collegiate student well-being is on the rise. In 2018, the first NASPA Well-being Conference was held in Portland, Oregon, with an overwhelming turnout of college student personnel that attended (NASPA, 2018). There are learning communities in the NASPA organization and other professional organizations dedicated to supporting the work centered around well-being, substance use and abuse, achievement, culture, and other topics that were all focused on supporting student success. This is significant, because the recent addition of well-being as a crucial element that plays a role in college student success supports the need for this

study. “Gallup’s research shows that well-being is predictive of academic success and engagement” (Gallup, 2018, p. 5).

There are several factors that affect the well-being of college students. These factors include stress, anxiety, depression, substance use, sleep, eating disorders, a sense of belonging, and several others (HECAODVP, 2008; NASP, n.d.). “Alcohol and drug abuse at college has become a significant public health problem, resulting in injuries, assaults, sexual abuse, and deaths. In addition, drinking and drug use is often associated with academic issues, unsafe sex, and drunk driving” (Mental Health and Well-being for College Students, 2018, para 4). Removing barriers to success and well-being will allow students to develop and flourish, not only in college, but in society.

Belonging has been linked to levels of well-being (Bringing Theory to Practice, 2013; Wolf-Wendel, Ward, & Kinzie, 2009). Individuals, including college students, often seek out a sense of belonging because of their perception of their level of well-being (Levitt, 2015). Many social settings in college offer alcohol and other drug use so college students may participate in the consumption of substances because of their need for belonging. College culture links drinking and other drugs as a common cultural practice that affects a student’s sense of belonging and success. Additionally, barriers including stress, alcohol, emotional, mental, and physical challenges play a role in the success rates of college students (HECAODVP, 2008; NASP, n.d.).

The emerging field of positive psychology looks at the whole person and attempts to find and understand effective interventions that affect physical and subjective well-being and human flourishing. “The recent movement in positive psychology strives toward an understanding of the complete human condition” (Gable & Haidt, 2005, p. 109). Seligman (2013), a well-known

researcher in positive psychology and well-being, stated that individuals strive for well-being in their lives, and this exists beyond their profession and academia. He connected well-being to human flourishing and PERMA (positive emotion, engagement, relationships, meaning, and accomplishment).

Seligman (2013) alluded to a connection between the ability to learn and develop well-being and PERMA. Well-being, like EI and PERMA, can be developed. Studies indicate that there is a positive effect on student happiness after participation in well-being activities (Levitt, 2015). Adler (2016) also confirmed that teaching well-being to secondary students in Bhutan, Peru, and Mexico positively affected the academic performance in all three sites after a 15-month intervention.

Maslow's Hierarchy of Needs

Maslow (1943), first developed a model of basic human needs, according to what people are motivated to achieve. There were five basic needs associated with the initial model including: biological and physiological, safety, love and belonging, esteem, and self-actualization (Maslow, 1943). However, in 1970, Maslow expanded this model to include cognitive, transcendence, and aesthetic needs. This theory provides an explanation to what essential needs must be met for a person to be fulfilled and explains the motivations behind an individual's behavior. Connections between well-being can be seen upon close examination of the specific components of love, belonging, esteem, cognitive, and self-actualization from Maslow's model.

Where a college student's need to feel like they belong, may affect the decisions and actions of that student to participate in a popular pastime by using AODs, which is common on college campuses. Another example of how well-being and the need model are connected is

seen in the need for self-actualization by a college student in their quest for personal growth. There are many reasons for why people behave the way they do, however Maslow's model frames the specific motivations behind the actions and can be used to explain why college student act the way they do.

Emotional Intelligence

Emotional Intelligence (EI) is a popular research focus and has variations of definitions and application in the field. There are several models of EI that are described in the literature, three of which are discussed in this this review. Emotional Intelligence plays a role in managing, facilitating, understanding, and perceiving emotions that affect actions and reactions to social situations and affects student success and well-being (Brackett, Mayer, & Warner, 2004; Mayer & Salovery, 1997; Mental Health and Well-being for College Students, 2018). In 1990, Salovey and Mayer initiated the research on this topic and coined the phrase Emotional Intelligence. Others including Daniel Goleman (1995) and Reuven Bar-On (2006), also proposed versions of EI. Each version defines and assesses EI differently.

Bar-On (2006) defined EI as noncognitive capabilities, competencies, and skills that impact a person's ability to be successful in managing environmental stresses. The *Bar-On Emotional Social Intelligence Mod*el (2006) described five components including intrapersonal, interpersonal, stress management, adaptability, and mood. This led to the development of The Emotional Quotient-Inventory (EQ-I) to assess EI. Bar-On's model on EI takes into account non-mental ability, which Mayer, Salovey, and Caruso's (2008) version of EI does not.

Similar to the EI theory that Bar-On describes, Goleman (1995) developed a framework for EI that includes several domains which the author described as personal competencies. These domains include: self-awareness, self-regulation, motivation, empathy, and social skills.

While these domains are in reference to workplace performance, Goleman does not provide research-based criteria to support the framework. Despite the lack of evidence, Goleman's work helped to shed light in the area of EI, in particular the notion that EI is a skill that can be developed. This concept directly aligns to Mayer, Salovey, and Caruso's (2008) theory of EI being an ability and skill that can be nurtured and assessed.

Therefore, the conceptual framework in which this study is centered around is based on the idea that Emotional Intelligence is a skill (Goleman, 1995; Mayer, Salovey, & Caruso, 2008). This skill involves the ability to recognize and decipher the meaning behind emotional signals elicited by another as well as the ability to rationalize and decide how to respond based on those signals (Mayer & Salovey, 1993, 1997; Salovey & Mayer, 1990). This theory depicts EI as a mental ability that humans have a capacity to develop (Mayer, Salovey, & Caruso, 2008). This means that "emotional intelligence involves the capacity to reason accurately with emotion and emotional information, and of emotion to enhance thought" (Mayer, Salovey, Caruso, & Cherkasskiy, 2011, p. 545).

The current model of EI describes four branches as defined by the *Mayer and Salovey Emotional Intelligence Ability Model* which was updated in 2008 (Mayer, 2008; Mayer & Salovey, 1997; Mayer, Salovey, & Caruso, 2000, 2004). The four branches are perceiving, understanding, facilitating, and managing emotions (Mayer & Salovey, 1997). The *Multifactor Emotional Intelligence Test* (MEIS) was first developed by Mayer, Caruso, & Salovey in 1999 to measure EI, and then revised in 2002. These revisions to the test strengthened the instrument's reliability and validity. The assessment is now called the *Mayer-Salovey-Caruso Emotional Intelligence Test* 2.0 (Brackett & Salovey, 2006).

Understanding Emotions. The ability to understand and use emotions is characterized by the analysis of one's own emotions and application of such emotions over time. Understanding emotion includes the language and signals that are conveyed by emotions and understanding complex emotion (i.e., having more than one emotion at once). This assists a person to not only understand the emotions within, but also recognize others' emotions.

Managing Emotion. The management of emotions is described "in the context of the individual's goals, self-knowledge and social awareness" (Mayer et al., 2004, p. 199). This provides the ability to engage or disengage from an emotion depending on the need for it at the given time. Managing emotions refers to the implications that can be drawn from the emotion and meaning that is given to the emotion before it is used. An example is managing the emotion associated with a friend's success, while acknowledging your own failures, and the ability to know how to respond despite the complex emotion.

Facilitating Emotions. Facilitating emotions refers to emotions which assist in thinking and the ability to use the emotions to respond to stimulus. This includes the ability to assimilate different emotions that a person is feeling and to identify which are prompting their thoughts. Facilitating emotions is a cognitive skill that is influenced by emotional signals (Stys & Brown, 2004).

Perceiving Emotions. Perception of your own and others' emotions is a skill (Brackett & Salovey, 2006). The recognition of emotions may come in many forms including verbal, non-verbal, contextual, and situational clues. The ability to distinguish between actual emotion and emotions that are not true is all part of the emotional perception skill.

Additional studies have looked at a variety of variables and the relationships to EI. These variables include personality, gender, substance abuse, college success, well-being, socio-

economic status, and risk-taking behaviors (Brackett et al., 2011; Eikenberry, 2016; Jaeger, 2003; Ramirez et al., 2016; Riley & Schutte, 2003; Walsh-Portillo, 2011). Studies also reveal that gender seems to play a role in the role of EI, but there is inconclusive evidence; more research is required in this area (Stys & Brown, 2004). Some studies indicate that an intervention or EI curriculum positively affects academic performance (Jaeger, 2003; Walsh-Portillo, 2011). Other studies conclude that EI assists in the management of negative behaviors and well-being (Brackett et al., 2011; Eikenberry, 2016). The review of literature in this area provides evidence that more research is needed.

EI and Substance Abuse. Research clearly indicates that the use and abuse of AODs has a detrimental effect on the success, GPA, and well-being of college students (Arria et al., 2013; Eikenberry, 2016; NIAAA, 2005; Pritchard & Wilson, 2003). However, correlations also exist between substance use disorders and the levels of emotional intelligence (EI) in college students (Riley & Schutte, 2003). The literature also showed a direct relationship between low emotional intelligence and both alcohol-related problems and drug-related problems (Riley & Schuttle, 2003). "Lower emotional intelligence has also been found to be associated with violent behavior, illegal use of drugs and alcohol, and participation in delinquent behavior" (Stys & Brown, 2004, p. ii).

It is clear that there is a relationship between levels of EI and the use of substances and risk-taking behaviors in college students (Eikenberry, 2016; Stys & Brown, 2004). The study by Eikenberry (2016) found that there was a statistically significant relationship between the specific component of managing emotions and substance abuse. This is supported in the example of college students seeking out AODs as an escape from the challenging collegiate environment (Davies, 2005).

Another study reported that participants with higher EI reported drinking less based on their perceptions of their peers' alcohol use (Ghee & Johnson, 2008). This result demonstrates that higher levels of EI aid individuals in the ability to perceive, manage, facilitate, and understand their emotions better, and are less influenced by the need to use substances to 'fit in' or self-medicate to escape stressors. The research on EI and substance use is further supported by the review conducted by Kun and Demetrovics (2010), where it was found that low EI is often related to the use of AODs including alcohol, tobacco, and illicit drugs.

EI and Student Collegiate Success. The study of EI on college student success and the use of EI as a predictor of college success is relatively new, and there is a need for more research in this area (Romanelli, Cain, & Smith, 2006). Jaeger (2003) noted that an EI curriculum aids in academic performance, a component of a successful collegiate experience. The study found that EI instruction had a positive effect on academic performance. When students were provided an EI curriculum, there was a statistically significant increase in the EI scores as well. This demonstrates that EI can be developed and also directly impact academic performance.

In a study by Walsh-Portillo (2011), the researcher collected data from students on grade point average and class credit, individual grades, and persistence in college enrollment. The study applied an intervention to integrate EI development in an academic class. Although this study produced mixed results, it did identify a positive correlation between EI and GPA and the attempt on completing a credit, after the first intervention. This study supports the need for more research in the area of EI and student success due to the mixed results, but reinforces the direct relationship found in EI development and academic success.

Ramirez, Gudi, Griffin, and Sherbert (2016) studied eight college students and concluded that EI was an important part of their decision-making for academic success. The connection

between EI and academic success was discovered through thematic analysis, interviews, and administering the Schutte's Emotional Intelligence Scale. These results further support that EI plays a role in student success in college, not only in academic performance, but decision making as well.

There is a lack of research on traditional college-age students and specifically a gap in the literature as it applies to EI and well-being on college students. Brackett, Rivers, and Salovey (2011) reviewed literature in the area of EI and personal, social, academic, and workplace success. Through this review, they concluded that more research is needed to decipher the impact that EI has on academic performance; however, it is clear that EI influences other factors of student success. These factors include social functioning, mental health and well-being, and cognitive abilities. More research is needed to better understand the effects of EI on well-being.

EI and Well-being

When considering EI and well-being it is important to note that this is an emerging topic of study. There does not seem to be one universal definition of well-being across disciplines. One of the definitions that captures how well-being can be considered is presented by Pollard and Davidson (2001), who describe well-being as a state of successful performances in life that integrate physical, cognitive, and social-emotional functions. Well-being has been identified as life satisfaction, happiness, standard of living, as well as other definitions (Pollard & Davidson, 2001).

Brackett, Rivers, and Salovey (2011) concluded "skills associated with emotional intelligence, therefore, should help individuals to deal effectively with unpleasant emotions and to promote pleasant emotions in order to promote both personal growth and well-being" (p. 95). This is supported by the finding that when students who gain skills in social and emotional

learning and maintain positive relationships, an improvement in well-being is observed (Awartani, Whitman, & Gordon, 2008). Bar-On (2012) found that EI impacts physical health and overall subjective well-being. Bar-On (2012) also identified five factors that have a significant impact on a person: self-regard, self-actualization, stress tolerance, optimism, and happiness.

Stys and Brown (2004) note that, "emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth" (p. ii). The use of life satisfaction as a measure of well-being is seen often in the literature and considered a reliable tool. Life satisfaction refers to a variety of components including, social relationships, work, school, performance in roles, health, self, religion, spirituality, cognitive ability, physical status, learning, and growth rates (Pavot & Diener, 2013). The self-report of a person's satisfaction with life can be used as a valid and reliable tool (Diener, Emmon, Larsen, & Griffin, 1985).

Summary

The popularity of EI and the emerging focus on collegiate student well-being was supported by the review. The literature review revealed many overlapping themes (social, emotional, and well-being development) that impacted college students with SUDs and their ability to persist and be successful (Adler & Seligman, 2016; Brackett et al., 2011; Bringing Theory to Practice, 2013). The review also revealed that limited studies exist that gave insight on EI and well-being. Therefore, more research is needed to explore EI and its impact on student success and well-being. Current research specific to the college student population is not comprehensive, and contained conflicting findings Thus, more exploratory, explanatory, and

confirmatory research is needed in this area for a deeper understanding of how EI impacts college student substance use and collegiate success.

The theoretical framework for the study was be based on the domains identified by Goleman (1995), and the four branches of EI as describe by Mayer, Salovey, and Caruso (2008). The rationale for the study was based on Romanelli, Cain, and Smith's (2006) recommendation for further research in that the use of EI as a predictor of college success was relatively new. The purpose of this mixed methods research case study was to answer the following primary research question: *What are the SUDs students' perceptions of the role that EI plays in their collegiate student success and well-being?* The subsequent chapters will review the methodology, results, interpretation and implications of the findings, as well as provide recommendations for future research, educational leaders, higher education professionals, and educators.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this mixed methods correlational research case study was to describe college substance use disorders students' perceptions of the role that Emotional Intelligence (EI) plays in college success and well-being. Correlations among EI and well-being and collegiate student success were examined. The mixed methods research approach was appropriate because the study also intended to examine and understand the thoughts and feelings of students through the use of reliable and valid surveys already tested in the field. This chapter reviews the research design for the study to explicate the rationale for the mixed methods approach. The role of the researcher was identified, and a detailed narrative of the methodology that was applied in this study was explained. Details regarding participants, procedures, instruments, and analysis were offered. Lastly, threats to validity and ethical procedures were discussed.

The central question that guided this research was: What are the SUDs students' perceptions of the role that EI plays in their college success and well-being? Sub-questions include (a) What meaning do SUDs college students assign to EI?; (b) Do SUDs college students feel that EI plays a role in their well-being?; (c) Do SUDs college students feel that EI plays a role in their college success?; (d) Is there a correlation between EI and success in SUDs students and if so, what is it?; (e) Is there a correlation between EI and well-being in SUDs students and if so, what is it?

Research Design and Rationale

This was a mixed methods research case study. A mixed methods research study combines quantitative and qualitative methods and data (Maxwell, 2013). The benefits of this approach are triangulation; the opportunity to gain additional information on the topic; reduction

of researcher personal bias; and a more complex understanding of the research topic (Maxwell, 2013). The rationale for selecting a case study centered on the "purposeful selection" (Maxwell, 2013, p. 78). of participants. A case study is a bounded system that studies a real-life case involving multiple sources of information (Creswell, 2013). This is a common approach in social sciences such as psychology, medicine, education, and law. Although a case study has limitations on generalizability, the purposes for selecting a case study allows for the primary researcher to draw conclusions about the overall meaning of the case to explain patterns (Creswell, 2013; Maxwell, 2013).

A correlational study uses statistical analysis to determine patterns between two or more variables (Creswell, 2015). In a correlational research design, researchers use a "statistical technique to describe and measure the degree" (Creswell, 2015, p. 615) of a relationship. The reason for the selection of this quantitative approach was to see if the variables in the study influenced each other. Correlational designs can be explanatory; thus, it was a good match for this study. The characteristics include: (a) the investigation of two or more variables; (b) research that is conducted at one point in time; (c) participants analyzed as a single group; (d) the conclusions of the study being drawn from statistical analysis (Creswell, 2015).

This mixed methods research study was carried out at a traditional private, four-year, post-secondary institution in the Northeast. The purpose of this study was to investigate the area of Emotional Intelligence (EI) in college students with Substance Use Disorders (SUDs), to provide new knowledge for the fields of education, sociology, student affairs, health, and well-being. This study also proposed to investigate the correlations, if any, between EI and well-being, and EI and collegiate student success. The study sought to gather information on the perceptions of SUDs students and the role of Emotional Intelligence on their success and

adaptation to college. This information could assist educational leaders in creating programs to support students to develop their EI as an important part of student well-being and collegiate student success.

The application of a mixed methods research approach would yield the most robust results by providing quantitative data from the self-reported surveys, and additional qualitative data that explained, from the students' perspective, the role EI played in their success and well-being. The rationale for utilization of the self-reported surveys as well as the collection of additional data from students that met the inclusion criteria was to strengthen the study. The use of thematic identification and quantitative data elicit corroborating evidence by "providing validity" (Creswell, 2013, p. 251) to the findings.

The case study provided an in-depth understanding of the perceptions of college students with SUDs and EI. This was accomplished through the use of a substance use survey and exploration into members' perceptions to better understand EI and its role in SUDs college students' resilience, adaptation, and success in college (Creswell, 2013). The qualitative information gathered sought to uncover a deeper understanding of the meaning and influence EI has in a SUDs college student's success (Maxwell, 2013). Through encouragement for individuals to impart their experiences in order to have their opinions recorded, a qualitative aspect was added to the study which allowed the researcher to compile comprehensive and complex information and elicit appreciation and consideration of subject matter (Creswell, 2013).

The researcher employed an explanatory, non-experimental research design. This allowed for the collection of cross-sectional survey data in the Spring of 2019 to qualitatively and quantitatively be analyzed. Correlation analysis determined if a relationship between

variables existed. This quantitative approach would potentially identify a correlation between two or more variables (i.e., EI and well-being, and EI and student success) and how each relates to the other (Creswell, 2013). The null hypothesis that was presented was that there would be no relationship between EI, collegiate success or well-being. However, the alternate hypothesis that the researcher proposed was that there would be a correlation between variables. It was thought that substance users with high Emotional Intelligence would have higher grade point averages and have a more positive life satisfaction score, which would assist them in navigating the challenges of college.

Figure 2 illustrates a concept map for this study. The map illustrates the purpose, framework, methodology, and complete concept of the study. The rationale to investigate if correlations existed was based on the lack of literature to demonstrate this finding for SUDs college students. The investigation of this topic would contribute to a better understanding of SUDs college student characteristics concerning the study variables' strength and could show the direction of the relationship (Creswell, 2013). If there was a relationship between the variables, then the direction of that relationship could show that there are effective skills development opportunities that could help college students be successful and have a positive overall collegiate experience.

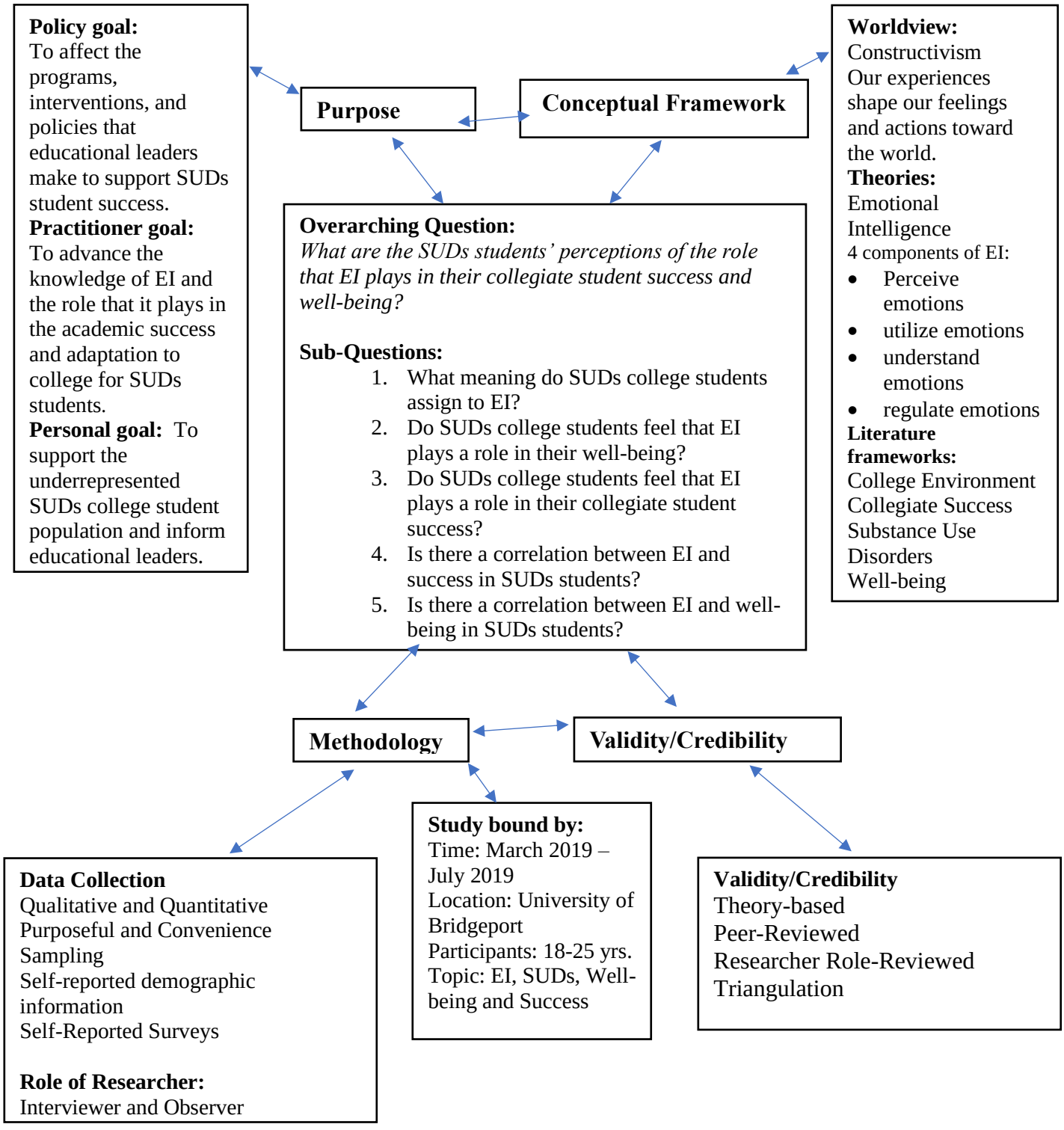

Figure 2. Concept Map.

Role of the Researcher

The role of a researcher is complex. It involves several skills, including reasoning skills; organization; inductive and deductive logical skills; and an understanding of the topic, methodology, and design (Creswell, 2013; Maxwell, 2013). In general, the role of a researcher is to comply with all ethical standards and to conduct research with the highest level of integrity. One must follow IRB processes and recommendations, informed consent rules, and above all, respect confidentiality and privacy (APA, 2002).

The role of the researcher in this study was to "access the thoughts and feelings of research participants, which can enable development of an understanding of the meaning people ascribe to their experiences" (Sutton & Austin, 2015, p. 226). This was accomplished in two ways: first, through the collection of field-tested surveys, and second, via a survey of questions designed by the researcher to evoke more information from the participants about their perspectives.

The purpose of the study was carefully explained in the consent form. Contact between the researcher and participants was minimal during the survey collection. The researcher was an observer and collector of data. Little interaction with participants took place prior to data collection to minimize the transference of bias in the survey data collection phase. However, there was interaction between the participants and researcher when participants required clarification on survey questions or the data collection process.

Although the primary researcher of this study brought some preconceptions and bias to the study, steps were taken to minimize the transference of those views. As an educator, the primary researcher in the study possessed a personal philosophy regarding the development of the whole person, with an emphasis on the well-being of a student that included development of

emotional, social, academic, physical, vocational, financial, environmental, and spiritual dimensions that link to positive well-being as identified in the literature (Bringing Theory to Practice, 2013; Gable & Haidt, 2005; NASPA, 2018; Seligman, 2013). This belief stemmed from a background in health promotion and education, as well as a personal mindset that "we" own our growth in these areas. Although research supports the notion that a student could flourish if they're able to develop their own well-being. There is a need for research on how to get the buy-in from students to see the value in the process, since well-being was not a requirement to graduate. It has been documented in the literature that Emotional Intelligence affects many layers of a person's social interactions and learning, and the development of these skills affect student success (Bar-On, 2012; Brackett, Rivers, & Salovey, 2011; Jaeger, 2003; Mayer & Salovey, 1997; Romanelli, Cain, & Smith, 2006).

College students with substance use disorders are a global issue. The researcher had a special affinity for this group because of personal exposure and experiences. As an educator and a professional in student affairs for over ten years, the researcher realized that there was a sense of responsibility to help students succeed. The experience of witnessing the effect of AODs on college students, such as the lack in persistence and resilience, drop-out rates, suicide, and accidental death and overdose has evoked a sense of responsibility for this group. The experiences and motivation provided the drive to be the well-informed researcher that this study required.

The researcher supported the idea that students with substance use disorders currently or in-recovery are a marginalized population on many campuses, especially where resources and additional support services are limited. This group needs additional support programs prior to, during, and after a collegiate experience to assist in their persistence and success. The outcome

of this study could shed additional light on how to best reach SUDs students and assist them to develop their EI.

Methodology

This mixed methods correlational case study sought to explain and investigate the relationship between EI and student success and well-being and the perceptions of college students with SUDs on the role that EI plays. Through the use of surveys, the approach sought to answer the over-arching question and sub-questions previously outlined. This study was bound by location and time. This study was conducted in compliance with the guidelines for the protection of human participants established by the Institutional Review Board (IRB) at the University.

Participants

The participant selection process was purposeful and was comprised of a convenience sample because the participants provided specific information relevant to the study's research question (Maxwell, 2013). A sample of individuals 18-25 years of age, regardless of gender or sexuality, were eligible to participate. A sample size of a minimum of 20 and maximum of 50 individuals were surveyed. The participants were required to be fulltime and currently enrolled in undergraduate classes at a small, private, four-year university.

Approval of the Institutional Review Board was obtained to conduct the research. The four-year higher education institution in which this study was conducted upon had a demographic of traditional college-age students that both resided on campus or commute. As a convenience sample, the students from the university were recruited to participate.

Instruments

The Simple Screening Instrument for Substance Abuse Self-Administered Form (SSI-SA; Appendix A) was a commonly used measure in studies of this nature (Eikenberry, 2016; Peters et al., 2000). Reliability and validity have been investigated and found to be effective in identifying substance-dependency in subjects and "had acceptable test-retest reliabilities" at .97 (Peters et al., 2000, p. 353). Scoring for the SSI-SA Instrument (Appendix B) was a free, government-supported document and available to the public without permission. Eikenberry (2016) employed the SSI-SA and found that the results of the sample, which were college students, produced results indicating that, on average, the participants had a moderate to high risk for substance use. The reason for utilizing the assessment in this study was to identify if students have any substance abuse problems, and to what degree.

The SSI-SA was supported by the U.S. Department of Health and Human Services and Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment (SAMSHA), and identified symptoms of substance abuse issues (Winters & Zenilman, 1994, 2004). The instrument was a 16-item scale, with 14 items scored. The participants respond to the questions with a "yes" or "no" answer based on their experiences over the last six months. The scores range from 0 to 14, where a score of (>4) results in the suggestion for a referral to a professional for assistance in managing the use of substances.

The Schutte Emotional Intelligence Scale (SSEIT) (Appendix C) and the Scoring of The Schutte Self-Report Emotional Intelligence Test (Appendix D) was developed by Schutte, Malouff, and Bhullar (2009) to measure Emotional Intelligence levels. This was a free assessment and did not require approval. This online assessment was readily available and evaluated an individual's ability to recognize, understand, and manage emotions. This

assessment was recognized as a valid assessment instrument and was commonly used due to its online accessibility (Davlyatov, 2013; Eikenberry, 2016; Ramirez, 2016). Schutte et al. (1998) determined the test-retest reliability at 0.78 among college students, and used this instrument to predict grades for first-year college students. The instrument was justified for use in this investigation because of its consistent reliability, past application on college students, and connection to the Salovey and Mayer (1990) EI model.

The SSEIT was a self-reported, 33-item assessment with a five-point Likert scale. Scores range from 33 to 165. Scores at the upper end of the spectrum indicated higher levels of EI (Schutte et al., 2009). The SSEIT was based on the Mayer and Salovey Emotional Intelligence Ability Model (1997). The subscales for the SSEIT were derived from the 33-item Assessing Emotions Scale and are broken down into four subscales: (a) perception of emotions; (b) managing emotions in the self; (c) social skills or managing others emotions; (d) utilizing emotions. The mean score was approximately 124, with a standard deviation of 13. Scores above 137 points indicated high EI (Schutte et al., 2009). Schutte et al. (1998) noted the SSEIT instrument has been used to measure EI and has high reliability (.87), a predictive validity of $r(63) + .32\ p<0.01$, and internal consistency with a Cronbach alpha of (.87).

The Satisfaction with Life Survey (SWLS; Appendix E) was a five-item scale that measured cognitive decisions of a person's life satisfaction (Diener, Emmons, Larsen & Griffin, 1985). Participants indicated how much they agreed or disagreed with each item on the instrument using a seven-point scale that ranges from strongly agree (7) to strongly disagree (1). The SWLS's focuses on emotional well-being was assessed using an individual's cognitive judgment via the respondent's own criteria (Pavat & Diener, 1993). SWLS had a Cronbach's alpha of 0.85, which showed sufficient construct reliability and high internal consistency (van

Beuningen, 2012). This was a free assessment and did not require approval. The justification for utilization of this tool stemmed from its wide use, reliability, and its reputation in the literature as being the most commonly used instrument when assessing well-being (Diener, Emmon, Larsen, & Griffin, 1985). Self-reports of an individual's life satisfaction is considered a valid and reliable measure of well-being (Diener, Emmon, Larsen, & Griffin, 1985).

Data Collection

The collection of data was completed in one step, over a course of two sessions on campus. In the Spring of 2019, following IRB approval, the recruitment of participants and the completion of the self-reported surveys was conducted at a private four-year university in Connecticut. Participants were recruited via emails (Appendix F) from key stakeholders (e.g., University faculty, staff) who interacted with students; on campus flyers (Appendix G); and direct recruitment by a table set-up in high-traffic areas on campus.

After IRB approval was obtained, participant recruitment efforts commenced. Reservations were made through the university to set up tabling sessions on campus. Recruitment at the high-traffic areas occurred two times, on campus, during the reservation periods allowed by the university. The tabling sessions were for a period of two hours each. All materials, including hard copies of the instruments, pencils, envelopes, raffle tickets, containers, and flyers, were present at each tabling session. There was also literature available for participants to take that included the contact information for the university's counseling center.

The researcher approached students who were in the area by asking them to participate in the study during the tabling sessions. Participants who viewed the recruitment flyer or received the recruitment email from faculty, were encouraged to attend the tabling session as well. All of the surveys were completed at the tabling session. The students were provided the hard copies

and a writing instrument to complete the survey packet, and were encouraged to sit or stand, whichever was more comfortable, to complete the packet.

The participants self-reported their status as part of the data collection. To ensure that all fundamental ethical principles for using any human subjects for research were met, the following steps were taken to provide respect, autonomy, and confidentiality. First, the participant's name was coded by a numeric system to ensure confidentiality. The coding system was done by the researcher prior to data analysis to minimize bias and ensure integrity of the original data. As well as, all participants had a right to refuse participation with no repercussions.

All participants were provided a consent form (Appendix H) which contained a brief description of the study, the level of commitment necessary to participate, and the potential risks associated with participation. The participants were asked to consent to participation in an Emotional Intelligence study. All consent forms, assessments, and surveys from participants were kept in a locked file cabinet and on a hard drive that is password-protected.

In one session, the full survey packet was completed by participants by pencil and paper. The survey packet contained a consent form (Appendix H), demographic data sheet as seen in Appendix I, the Simple Screening Instrument for Substance Abuse Self-Administered Form, the Schutte Emotional Intelligence Scale, the Satisfaction with Life Survey, and an additional survey containing open-ended and closed-ended questions (Appendix K). The packet was completed, on average, in fifteen to twenty minutes. The researcher was available for questions. These questions were informed by the literature and aimed to answer the study's overarching question *What are the SUDs students' perceptions of the role that EI plays in their college success and well-being?* Once the packet was completed by the participant, it was sealed and handed to the researcher. The participant could also take advantage of being entered into a raffle for a $25

VISA gift card for completion of the surveys. The raffle ticket (Appendix J) was placed in a container, and the raffle drawing was done when the total of 50 participants or the assessment collection period ended. The raffle winner was contacted by email and the gift card was sent by mail.

The Simple Screening Instrument for Substance Abuse Self-Administered Form, the Schutte Emotional Intelligence Scale, and the Satisfaction with Life Survey was scored by hand by the primary researcher. The data was transferred to a spreadsheet using participant numbers to protect anonymity. The participant spreadsheet included the participant number, as well as the scores of SSI-SA, SSEIT, and SWLS. Participants who scored (> 4) on the Simple Screening Instrument for Substance Abuse Self-Administered Form as identified by the scoring sheet (Appendix D); scored 137 or higher on the SSEIT; and scored 26 or above on the SWLS was included in the qualitative analysis. The coding for themes from the written follow-up survey was conducted by the primary researcher, where themes and connections among participants were determined and identified via a thematic coding system.

Data Analysis

The Statistical Package for Social Sciences (SPSS) was utilized to conduct descriptive statistical tests to compare data. The findings were analyzed by Cronbach's alpha reliability analyses and Pearson's correlational analyses. To identify the relationship between EI and student success in SUDs students and EI and well-being, a regression was used to compare the differences between the groups. Pearson's correlational analysis assessed the relationship between and among the variables of emotional intelligence, alcohol use, success, and life satisfaction.

As part of a mixed methods study, the data was collected and analyzed in two distinct methods. The variables that were measured were EI, substance use, life satisfaction, and grade point average. First, data from the SSI-SA, SSEIT, SWLS, and grade point average served to answer the following research sub-questions: (a) Is there a correlation between EI and success in SUDs students and if so, what is it?; (b) Is there a correlation between EI and well-being in SUDs students and if so, what is it? It is hypothesized that the substance users with high Emotional Intelligence would have higher grade point averages and have a more positive life satisfaction score, which could assist them in navigating the challenges of college.

Next, the qualitative data collected through the additional survey data was recorded from the answers from the participants for the following sub-questions: (c) What meaning do SUDs college students assign to EI?; (d) Do SUDs college students feel that EI plays a role in their well-being?; (e) Do SUDs college students feel that EI plays a role in their collegiate student success? This was accomplished through the collection of short answers written by the participants and coded for unique and frequent phrases that would lead to a better understanding of how EI does or does not play a role in the success and well-being of college students, based on their perspective. The data was synthesized "as faithfully as possible" (Sutton & Austin, 2015, p. 229) to represent the participants responses.

Threats to Validity

To maintain the validity of the research findings with the reliability, several steps were taken to ensure the observations and measures are accurate (Zohrabi, 2013). Validation strategies such as triangulation were completed using surveys and clarifying researcher bias and peer review. The rationale for this pertained to practices that are intended to ensure a high level of credibility (Creswell, 2013; Maxwell 2013). By making the bias transparent to the readers, a

better understanding of why the researcher chose specific details on which to focus upon was offered. Peer review was necessary to challenge the ideas presented in the paper and provide feedback on weakness within the study.

Ethical Procedures

The researcher maintained participant privacy and confidentiality of all data collected. The researcher abided by the duty to inform participants about the potential risks associated with participation to ensure the avoidance of harm by participating in the study. The researcher successfully completed the CITI training and submitted the certification of completion to the institution. All data was stored in a locked cabinet and will remain stored for a minimum of six years. Finally, the researcher sought IRB approval to conduct research.

Summary

This chapter detailed the mixed methods correlational research case study designed to describe college substance use disorders students' perceptions of the role that Emotional Intelligence played in college success and well-being. The study rationale, role of the researcher, instrumentation, data collection, data analysis, reliability, validity, and ethical procedures were discussed in detail. The study utilized data collected from undergraduate college student surveys and a custom questionnaire at the University. The primary researcher recruited the participants, collected the survey data, scored the assessments, and coded the follow-up questionnaire results for common themes. The next chapter outlines the results of the data as well as illustrates the findings from the data synthesis and provides detailed representations of the results.

CHAPTER 4

RESULTS

This chapter offers an in-depth overview of the analysis of the results that were found through the collection data in this study. This mixed methods correlational case study utilized collection data from surveys at a single point in time during the Spring 2019 semester. Through the use of self-reported surveys, the research design sought to answer the overarching question and sub-questions. This study investigated the relationship between EI and student success and well-being, as well as the perceptions of college students with SUDs on the role that EI plays in their academic success and well-being.

This non-experimental study offered an opportunity to add to the current research on Emotional Intelligence concerning college students with substance use and the impact on their success and well-being. The overarching question that was purported to be answered through the data collection was: What are the SUDs students' perceptions of the role that EI plays in their collegiate student success and well-being? The sub-questions that were addressed through the collection of data include: (a) Is there a correlation between EI and success in SUDs students and if so, what is it?; (b) Is there a correlation between EI and well-being in SUDs students and if so, what is it?; (c) What meaning do SUDs college students assign to EI?; (d) Do SUDs college students feel that EI plays a role in their well-being?; (e) Do SUDs college students feel that EI plays a role in their collegiate student success? It was hypothesized that substance users with high Emotional Intelligence would have higher grade point averages and have a more positive life satisfaction score, which would assist them in navigating the challenges of college.

Setting and Participant Overview

The recruitment stage was brief as seen in Figure 3, due to the academic schedule and the timing of the spring semester break. Figure 3 provides a visual timeline of the steps executed in the study. Flyers and emails were dispersed one week before the data collection phase, and one faculty member out of four responded in-kind by distributing the research flyer for the study to their students. Over the course of three weeks, in March 2019, data was collected on a small private college campus in Connecticut. The tabling sessions were held at the college's main dining hall and in the student center for approximately two hours each. A table was reserved through the college's activity center during peak dinner times, according to the activity center. The researcher set up the research collection table on-site. The researcher designed a presentation board to explain the study, which included the title of the study, the researcher's name, the purpose of the study, and the opportunity to qualify for a raffle ticket for a random drawing for a twenty-five-dollar gift card for participation. Both locations had high-traffic patterns of undergraduate students and the locations allowed the participants to disperse amongst tables to individually complete the surveys. The researcher provided candy to any individual who showed an interest in the research topic and to those who consented to participate.

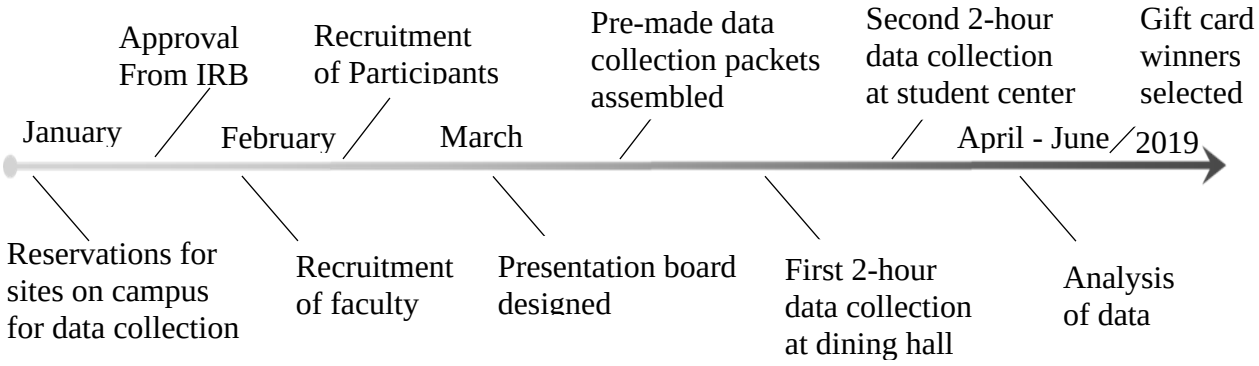

Figure 3. Diagram of the sequence of methods.

The researcher was able to recruit participants by soliciting students who walked by the table and approached the students at their dining tables. Participants in the study recruited their peers to participate as well. The researcher was able to interact with the student body by identifying as a doctoral student at the same college and providing a brief description of the study. Many students who were approached by the researcher for participation did consent to participate and fully complete the survey packet. Many students were in groups, and when one individual of the group agreed, others in their group followed.

As seen in Table 1, (N = 49), all participants who met the inclusion criteria were included in the analysis because they met the age (i.e., 18 – 25 years) and undergraduate class status requirements. Through the use of descriptive statistics, the subject data was analyzed to present the participant demographics. The breakdown of the sample population of undergraduate, full-time students at the college resulted in n = 34 (69%) female and n = 15 (31%) male.

Table 1

Participant Demographic Data

Participants	Female	%	Male	%
Totals	34	69.0	15	31.0

Note: N = 49 Participants

The demographic subject class breakdown revealed n = 23 (47%) Freshmen, n = 11 (22%) Sophomores, n = 15 (31%) Juniors, and 0% Seniors participated in the study (Figure 4).

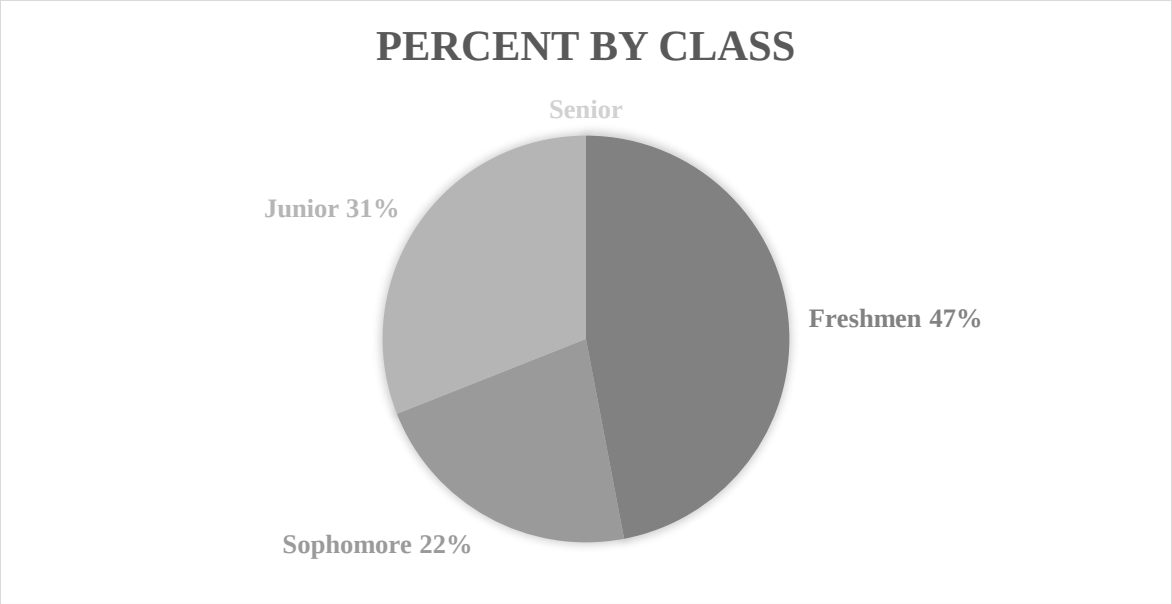

Figure 4. Demographic data of participants by academic class.

The grade point average category was converted to binary ordinal numbers, where the value of zero, represented self-reported GPA scores in the range of 0.0 – 2.8 and the value of the number one represented GPA scores in the range of 2.9 – 4.0. As seen in Table 2, a total of fourteen students reported a GPA of 0.0 – 2.8 and Table 3 indicates a total of thirty-five students reported a GPA in the 2.9 – 4.0 category. In summary, eight female (16.3%) and six male (12.2%) students reported a GPA in the 0.0 – 2.8 category (Table 2) and twenty-six female (53.1 %) and nine male (18.4%) students reported a GPA in the 2.9 – 4.0 (Table 3).

Table 2

GPA Category 0.0 – 2.8 by College Class and Sex

College Class	Freshmen	%	Sophomore	%	Junior	%
Female	2	4.1	1	2.0	5	10.2
Male	2	4.1	3	6.1	1	2.0

Table 3

GPA Category 2.9 – 4.0 by College Class and Sex

College Class	Freshmen	%	Sophomore	%	Junior	%
Female	15	30.6	6	12.2	5	10.2
Male	4	8.2	1	2.0	4	8.2

Data Collection

The data collection phase was interrupted due to a break in the college's academic spring semester; however, all surveys were collected within two sessions. The first session was conducted in the dining hall, where thirty-five out of fifty surveys were collected. The second session was conducted in the student center, where the proposed participation capacity was met, with a total of fifty subjects, who met the inclusion criteria. All subjects who turned in a fully completed survey packet and raffle ticket were eligible for the raffle drawing for a $25 gift certificate. The researcher provided individual, pre-made envelopes, each filled with the survey packet, including all three surveys, consent form, Emotional Intelligence questionnaire, raffle ticket, demographic data form, and a pencil. Each envelope was labeled with a unique participant number, labeled one through fifty, and was able to be securely closed with clasps on the envelope. The range of time participants took to complete the packet was approximately fifteen to twenty minutes.

There was considerable interest from several participants, and all participant questions were answered by the researcher. These questions ranged from simple to complex, as seen in Table 4. All packets were collected after the participant sealed the envelope and the researcher placed the completed raffle ticket in the collection box. The collection box was transported by

the researcher to and from the secure storage site and the data collection locations. At no time did the participants or any other individual have access to the completed packets or raffle box. All steps were consistent with the methods proposed in Chapter Three.

Table 4

Examples of Participant Questions

Participant Question Type	Question Examples
Simple Questions (Asked during recruitment and survey completion phase)	Do I have to answer all questions on the survey? What does this mean? Which box do I check on this form? How long is your paper so far? How long did it take to get to this part? How hard is your program? When will I know if I won the raffle?
Complex Questions (Asked after the surveys and raffle ticket were returned to researcher)	What made you want to research emotional intelligence? What sparked your interest in substance use college students? How did you connect emotional intelligence and substance use? How did you come to settle on your hypothesis? Do you have to complete a dissertation? How do you apply to graduate school?

Data Analysis

Though the use of SPSS, Microsoft Excel, and thematic coding, the research data was analyzed. The results of that analysis will be presented in this chapter, and the significance (or not) will be explained thoroughly in Chapter Five. All fifty research packets were collected on the college grounds; however, after subsequent analysis, one packet was omitted from the investigation due to incompletion, which was part of the exclusion criteria identified in Chapter Three.

Table 5 displays all participants who met the threshold for each survey and was used for additional scrutiny to identify subjects who met the requirements for qualitative analysis. Descriptive statistics revealed that *n* = 13 (26.5%) of the sample reported a score of 4 or greater, with an average total score of (M = 4.77, SD = 1.24) and (*n* = 36, 73.5%) reported a score of under three, with an average of (M = 0.86, SD = 0.96)) on the SSI-SA survey. A total of (*n* = 12, 24.5%) scored a 137 or greater on the SSEIT survey, with a mean total score of 141.42 (SD = 3.42) and scores of 137 or below were seen in (*n* = 37, 75.5%) with a mean total score of 117.36 (SD = 12.75). The analysis from the SWLS showed that (*n* = 19, 38.8 %) of the subjects reported a score of twenty-six or higher, with a mean score of 27.3 (SD = 1.42), where (*n* = 30, 61.2%), with a mean of 18.73 (SD = 5.67).

Table 5

All Participants Who Met Thresholds for Surveys

Survey Type	*n*	%	Mean	SD
SSI-SA with ≥4	13	26.5	4.77	1.24
SSEIT with ≥137	12	24.5	141.42	3.42
SWLS with ≥26	19	38.8	27.3	1.42

After review, the participant group produced a subset with a total of four subjects who met the inclusion criteria to qualify for qualitative analysis. The threshold for subjects to be included in the qualitative analysis was, ≥4 on the SSI-SA, ≥137 on the SSEIT, and a ≥26 on the SWLS. This group of four provided the results found in Table 6 and Table 7. The qualitative

analysis of this group will be described in the subsequent sections of this chapter and later explained in Chapter Five.

Table 6

Results of the Inclusion Group for Qualitative Analysis

Gender	Class	GPA Range	SSI-SA Score	SSEIT Score	SWLS Score
Female	Junior	0.0 – 2.8	4	137	26
Male	Junior	2.9 – 4.0	5	142	26
Male	Freshmen	0.0 – 2.8	4	142	27
Female	Freshmen	2.9 – 4.0	4	137	27

Table 7

Descriptive Statistics of the Subgroup for Qualitative Analysis

Surveys	Female		Male	
	Mean	SD	Mean	SD
SSI-SA	4	0.0	4.5	0.71
SSEIT	137	0.0	142	0.0
SWLS	26.5	0.71	26.5	0.71

Results from Quantitative Analysis

Data was further analyzed with the use of SPSS to answer the research questions. A logistic regression was run to provide the interactions between variables to support or refute the explanation for the overarching research question: What are the SUDs students' perceptions of

the role that EI plays in their collegiate student success and well-being? The logistic regression in Table 8 was run for all (*N*= 49), and showed that there was no statistical significance, because all regressions revealed a score much higher than ($p< 0.05$). However, when Odds Ratios were compared using (1.0), there is evidence that females have a (2.24) greater chance of academic success than males, where GPA is a measurement of academic success (Table 8).

When the interaction between Female and SSI-SA data are reviewed, there appears to be a relationship between substance use in females on academic success with SSI-SA Survey Data (0.658). However, when well-being and EI are reviewed, there is little effect on academic success in the female group. Table 8 shows that that SWLS and SSEIT are not predictors of academic success alone. However, results demonstrate that the odds decrease when substance use is involved in the female participants.

Table 8

Logistic Regression Analysis

Grade Point Average	Odds Ratio	Std. Err	z	P > z	95 % Conf. Interval
Female Data (Centered)	2.249	1.866	0.98	0.329	0.442 – 1.435
SWLS Survey Data (Centered)	0.986	0.945	-0.14	0.887	0.818 – 1.190
SSEIT Survey Data (Centered)	0.973	0.031	-0.85	0.397	0.914 – 1.036
SSI-SA Survey Data (Centered)	0.944	0.186	-0.29	0.770	0.639 – 1.393
FCD by SWLS (Centered)	0.874	0.178	-0.66	0.508	0.587 – 1.302
FCD by SSEIT (Centered)	1.007	0.069	0.11	0.915	0.880 – 1.153
FCD by SSI-SA (Centered)	0.658	0.294	-0.94	0.348	0.274 – 1.578
SWLS by SSEIT (Centered)	0.100	0.007	-0.07	0.948	0.986 – 1.013
SWLS by SSI-SA (Centered)	1.016	0.044	0.37	0.713	0.933 – 1.107

SSEIT by SSI-SA (Centered)	0.980	0.017	-1.18	0.236	0.948 – 1.013
Interactions	2.525	1.229	1.9	0.057	0.972 – 6.556

Note: $p < 0.05$.

A Chi-Square Test was run to test the likelihood that the sample distribution was due to chance, which demonstrates a "goodness of fit" when the variables are independent. The Pearson Chi-Square test was done using $N = 49$, as seen in Table 9. There is no statistical significance associated with GPA and gender with a two-sided significance score of (0.240).

Table 9

Chi-Square Test Results on GPA and Female Centered Data

Analysis	Value	df	Asymptotic Significance (two-sided)
Pearson Chi-Square	1.384[a]	1	.240
Continuity Correction[b]	.694	1	.405
Likelihood Ratio	1.340	1	.247
Linear-by-Linear Association	1.355	1	.244
N of Valid Cases	49		

1. cells have expected count less than 5.

b. Computed by a 2x2 table

Note: $p < 0.05$.

In order to drill down to a more detailed analysis on the sub-group of participants who were revealed in the descriptive statistics, cross tabulations and Pearson Chi-Square statistical applications were utilized. This was completed in order to answer to the research questions (a) Is

there a correlation between EI and success in SUDs students and if so, what is it?; (b) Is there a correlation between EI and well-being in SUDs students and if so, what is it?

To answer sub-question (a), cross tabulation and Pearson Chi-Square were run between the variables GPA and SSEIT on the four subjects that scored ≥4 on the SSI-SA survey. The test showed that there was no statistical significance, where $p = 0.416$, which is a value greater than the statistically significant value $p < 0.05$ upon comparison as seen in Table 10. This result illustrates that EI is not a predictor of GPA in substance users. However, when cross tabulation and Pearson Chi-Square was run on Emotional Intelligence and well-being in the subjects that scored ≥4 on the SSI-SA survey, there was a different outcome. The tests depict a relationship between well-being and EI with a statistically significant score of $p = 0.008$, as seen in Table 10. This answers the question: (b) Is there a correlation between EI and well-being in SUDs students and if so, what is it? There was a correlation between EI and well-being because there is statistical significance. When subjects scored high on EI they also scored high in life satisfaction, which is used to measure well-being in this study. No participant who scored low on EI had a high well-being score.

Table 10

Chi-Square Test Results on GPA and Emotional Intelligence

Analysis	Value	df	Asymptotic Significance (two-sided)
Pearson Chi-Square	0.660[a]	1	0.416
Continuity Correction[b]	0.023	1	0.879
Likelihood Ratio	0.666	1	0.415

Linear-by-Linear Association	0.610	1	0.435
N of Valid Cases	13		

1. cells have expected count less than 5.

b. Computed by a 2x2 table

Note: $p < 0.05$.

Table 11

Chi-Square Test Results on Well-being and Emotional Intelligence Data

Analysis	Value	df	Asymptotic Significance (two-sided)
Pearson Chi-Square	6.964[a]	1	0.008
Continuity Correction[b]	4.273	1	0.039
Likelihood Ratio	8.947	1	0.003
Linear-by-Linear Association	6.429	1	0.011
N of Valid Cases	13		

1. cells have expected count less than 5.

b. Computed by a 2x2 table

Note: $p < 0.05$.

Results from Qualitative Analysis

The sub-group of the total participant population was narrowed down based on specific inclusion criteria. The criteria were based on the unique scoring methods of each survey, and values that indicated high levels for each item surveyed (Figure 5). First, the subjects must have scored ≥4 on the SSI-SA survey, which indicates a potentially problematic substance use

behavior. Second, the subject must have a total score of ≥137 on the SSEIT survey, which reveals high levels of emotional intelligence. Lastly, the subjects also had to have scored a ≥26 on the SWLS survey, which demonstrates a great, positive level of life satisfaction, and is also associated with well-being. Only four participants achieved these threshold values to be included in the sub-group for qualitative analysis. There were two males and two females included in the sub-group, two juniors and two freshmen, two subjects scored in the top tier for GPA (2.9 – 4.0) and two subjects scored in the lower tier for GPA (0.0 – 2.8) as seen in Table 6.

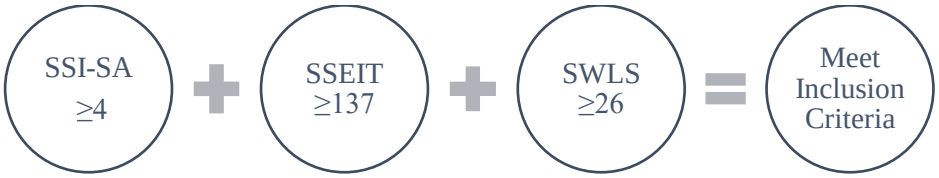

Figure 5. Inclusion criteria for participant selection for qualitative analysis.

The subset of research questions proposed to be answered via qualitative analysis were: (c) What meaning do SUDs college students assign to EI?; (d) Do SUDs college students feel that EI plays a role in their well-being?; (e) Do SUDs college students feel that EI plays a role in their collegiate student success? Examples of the responses that were written by the participants are described below. The use of thematic coding on the follow-up questionnaire was used to identify commonalities in the justifications subjects gave in their answers. Also, the SSI-SA, SSEIT, and SWLS surveys were reviewed to identify any commonalities among the answers the participants recorded. These methods of examination are indicative of qualitative research, to discover a deeper level of understanding.

In response to the research sub-question (a), one participant responded by writing that she associated EI with "something that helps me control my actions and what I say and do in response to others." This perspective provides insight into the value that students' place on proper responses to situations they encounter in college. In response to the research sub-question (b), another participant responded by writing, "EI helps me to maintain a strong mental mindset which helps to balance things." This perspective highlights that students associate well-being with mental fortitude and balance, which are terms identified in the literature known to be associated with well-being. Lastly, in response to research sub-question (e), a participant wrote that "without EI, I am not sure I would be as persistent in my studies." This speaks to the concept of EI as a necessary skill for persistence in college.

When the SSEIT survey was examined for commonalities, it revealed that the only statement that had a consistent answer was item number nineteen. This score was based on a Likert scale of 1 – 5, with "5" meaning of "Strongly Agree". All four participants in the subset group, marked the following statement with a "5". The statement read: *I know why my emotions change, which speaks to the understanding of emotions EI competency.*

When the SWLS survey was examined, it revealed that all the total scores for the four participants of the sub-group ranged between 26 – 27. However, there were no other commonalities found among participant responses. The values assigned to the statements on the SWLS by the participants varied dramatically. This could be a result of the subjective feature of the survey, where the life experiences of each individual are presumed to be different, resulting in a variety of answer combinations on the survey.

When the SSI-SA surveys were examined on the four participants, it uncovered that there were several questions that were all marked "yes" by all four participants. These questions were

question 1, question 3, question 5 and question 15 as seen in Figure 6. However, the directions for scoring exclude the answers to questions 1 and, 15, all four subjects marked them "yes." Even though questions 1 and 15 were excluded from the total SSI-SA score, all four participants did score between 4 and 5 on the SSI-SA scoring sheet. The highest possible score is a fourteen on this survey.

Question Number	Questions found on SSI–SA
SSI-SA Question 1.	Have you used alcohol or other drugs? (Such as wine, beer, hard liquor, pot, coke, heroin or other opioids, uppers, downers, hallucinogens, or inhalants)
SSI-SA Question 3.	Have you tried to cut down or quit drinking or using alcohol or other drugs?
SSI-SA Question 5.	Have you had any health problems? For example, have you: (mark all that apply) • Had blackouts or other periods of memory loss? • Injured your head after drinking or using drugs? • Had convulsions, delirium tremens ("DTs")? • Had hepatitis or other liver problems? • Felt sick, shaky, or depressed when you stopped? • Felt "coke bugs" or a crawling feeling under the skin after you stopped using drugs? • Been injured after drinking or using? • Used needles to shoot drugs?
SSI-SA Question 15.	Have any of your family members ever had a drinking or drug problem?

Figure 6. SSI-SA questions commonly marked 'yes' in the research sub-group ($N = 4$)

The follow-up survey, titled *Follow-up Questionnaire*, was coded by the researcher for themes. One-word answers, phrases, and questions that had consistent similar answers among

the group were identified. All answers were recorded into Excel, and common words were highlighted and extrapolated to identify the consistency in answers for each question. There were nine questions on the follow-up survey, and the survey consisted of closed- and open-ended questions. After thorough examination, the following was discovered, from the written answers provided by the participants:

1. Three out of the four subjects were familiar with EI.
2. A description of their academic experience and success was ascribed by the following descriptive words: challenging, progressive, and hard.
3. All four subjects agreed that EI played a role in their well-being.
4. When asked, what contributed to their success in college, the following words were associated with the participant answers: friends, family, hard work, and strong mental health.
5. When asked, what qualities do you attribute to your success, the follow words were recorded: Strong mental health, positivity, persistence, and determination.
6. When asked if EI plays a role in college success, all four participants answered yes. They were also asked why they felt that way, and the following words were recorded: provides focus, understanding, and recognition of emotions.
7. When asked if the participants felt that they used EI when interacting with others, all four subjects responded: yes.
8. When asked to describe the ways in which they use EI in college, the following statements were used: use to relate to people, organize and prioritize tasks and responses, and helps to control my actions.

9. When asked their opinion on the best way to assist them in developing their EI, the responses included the following statements: listening to others and my own feelings, meditation, in a class or seminar, and practicing it.

Trustworthiness

Trustworthiness was maintained by utilizing credible surveys as defined by the literature review, validating the surveys used in this research study by running a Cronbach Alpha reliability test on each survey on this study's participant responses and triangulation. The use of statistical analysis and qualitative measures allowed the researcher to validate the results found in this study, through the use of more than one methodology. The use of triangulation strengthened the study by minimizing bias. Researcher bias was also clarified in Chapter Three. The use of peer review assisted in maintaining the trustworthiness of this research study.

The Cronbach Alpha test was applied to establish the level of reliability for each survey used on the sample of undergraduates at the small private college in the Northeast. The reliability test was applied to the SSI-SA data produced from the subjects in this study; it produced a score of 0.671, which could be a result of a small sample size. The Cronbach Alpha test was applied to the SSEIT data and produced a score of 0.884, which is consistent with the reliably score found in the research: 0.78. The Cronbach Alpha score result on the SWLS for this sample was 0.84, which was also consistent with the reliability scores found in the literature review: 0.85.

There were limitations to this study, which included a small sample size, access to participants were limited to those who were present during the tabling session times, and the assumption that all participants would answer all questions honestly. The sensitivity of the questions asked on the SSI-SA could have triggered uneasiness, embarrassment, and even fear in

participants. Even though it was clearly communicated to all participants that their answers would be confidential, this may have affected this study results. Lastly, the length of time it took to complete the entire survey packet may have caused participants to write shorter answers on the follow-up questionnaire comprised of closed- and open-ended questions.

Due to the small sample size, the findings of this study could not provide confirmability. However, when dependability is taken into consideration, the trustworthiness and reliability of the surveys utilized in the study established a strong foundation as seen in the Cronbach Alpha scores. In respect to transferability, this study could be reproduced at other small universities, and larger sample sizes could improve the confirmability of the results found in respect to EI, GPA, and well-being in college students with high substance use or abuse habits.

Summary

This research study was undertaken to investigate the relationship between Emotional Intelligence and well-being and academic success in undergraduate college students. It also sought to understand how undergraduates perceive the role that Emotional Intelligence plays in their academic success and well-being, if any. This mixed methods research study revealed several poignant results. The researcher hypothesized that substance users with high Emotional Intelligence would have higher grade point averages and have a more positive life satisfaction score. It was discovered that thirteen of the forty-nine participants scored a ≥ 4, which is suggestive for the individual to be referred to support services due to substance use, on the SSI-SA. Eight out of the thirteen substance user students scored above the mean on EI and life satisfaction; however, only six of these eight participants had a GPA over 2.9.

First, in terms of answering sub-question (a): Is there a correlation between EI and success in SUDs students and if so, what is it? It was found that in this sample, that there was no

significant relationship between EI in the SUDs students and academic success. In respect to sub-question (b): Is there a correlation between EI and well-being in SUDs students and if so, what is it? It was found that there was a correlation between EI and well-being, where all subjects who scored high on EI also scored high in life satisfaction. These questions were answered as a result of quantitative analysis as shown in Table 9 and Table 10.

Through qualitative analysis sub-questions (c), (d) and (e) were able to be answered. The findings for sub-question (c): What meaning do SUDs college students assign to EI? revealed that the participants felt that EI did play a role in their college experience and academic success because it provided them with focus, understanding and recognition of emotions of themselves and others. These specific examples are congruent with the EI competencies of understanding and perceiving emotions.

To answer sub-question (d): Do SUDs college students feel that EI plays a role in their well-being? The qualitative findings revealed that the students associated strong mental health, positivity, persistence, and determination as qualities that assist them. Through quantitative measures, it was found that there is a correlation between EI and well-being. Based on these findings, the word associations the students recorded, and the statistical significance illustrated that EI does play a role in well-being and the student responses can be linked to a positive life satisfaction.

Lastly, to answer the sub-question (e): Do SUDs college students feel that EI plays a role in their collegiate student success? All four participants responded positively that they felt that their EI did play a role in their college success, yet the statistical analysis findings contradicted the students' perspectives. This could have occurred due to the participants' interpretation of college success or the small sample size did not produce a measurable effect.

The overarching research question that was purported to be answered through the data collection was: What are the SUDs students' perceptions of the role that EI plays in their collegiate student success and well-being? The results that were discovered supported that the students did in fact feel that EI did play a role in both their success and well-being. The statistical analysis did support that EI and well-being are directly correlated. However, the results of the cross tabulation and Pearson Chi-Square on EI and GPA on SUDs students did not support that EI was correlated to success, even though the students felt it did.

The next chapter will investigate more deeply into the significance of the findings in the study and discuss the justification for those conclusions. Each research question will be addressed, and the researcher will offer an interpretation on the findings. Furthermore, recommendations and implications to the field of education leadership and student affairs professionals will be offered based on the findings of this study. Lastly, a conclusion will be provided by the researcher from a constructivist point of view.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

The purpose of the mixed methods research case study was to describe college substance use disorders students' perceptions of the role that Emotional Intelligence (EI) plays in their college success and well-being. This study was heavily based on the Emotional Intelligence Framework put forth by Mayer and Salovey (1997). A constructivist worldview and the Emotional Intelligence (EI) Framework was employed to garner information that could assist professionals in higher education to better serve SUDs students.

Several factors play a role in challenging student persistence in college and impact overall success of a graduate (Brackett, Mayer, & Warner, 2004; Bringing Theory to Practice, 2013; Educational Development Trust, 2016; Eikenberry, 2016; HECAODVP, 2008; NASPA, n.d.; Shuck, Albornoz, & Winberg, 2007). The literature review suggested that substance use is prevalent in most higher education institutions (Anderson, 2017). The use of drugs and other substances can have a dramatic effect on the experiences that college students have (HECAODVP, 2008). Many college settings promote a culture that encourages the use and abuse of substances (Raskin-White & Rabiner, 2012).

Due to the evolution of students entering into higher education with complex needs, there is a need for higher education institutions to offer resources to students that will allow for success and positive student well-being (Bauman, 2018; Ross-Gordon, 2011). This case study sought to understand the student perspective about EI and to provide detailed information so that educational leaders and specialists in the field can develop supplemental programs that will augment the success of SUDs students. If education leaders and student affairs professionals can understand how to reach students in college to assist them in the development of skills like

emotional intelligence, it is thought that students will be more successful in their collegiate experience.

Summary of Findings

Fifty undergraduate students from a small, private college in the northeast, between the ages of 18 – 25, were surveyed in the spring semester. All but one (N = 49) were included in the study analysis, based on inclusion criteria. The analysis methods used in this mixed methods study included the following: descriptive statistics, logistic regression, Pearson's Chi-Square, Crosstabs, Cronbach Alpha, and thematic coding. The analysis process is represented in Figure 7, where all analysis processes for both qualitative and quantitative data are shown.

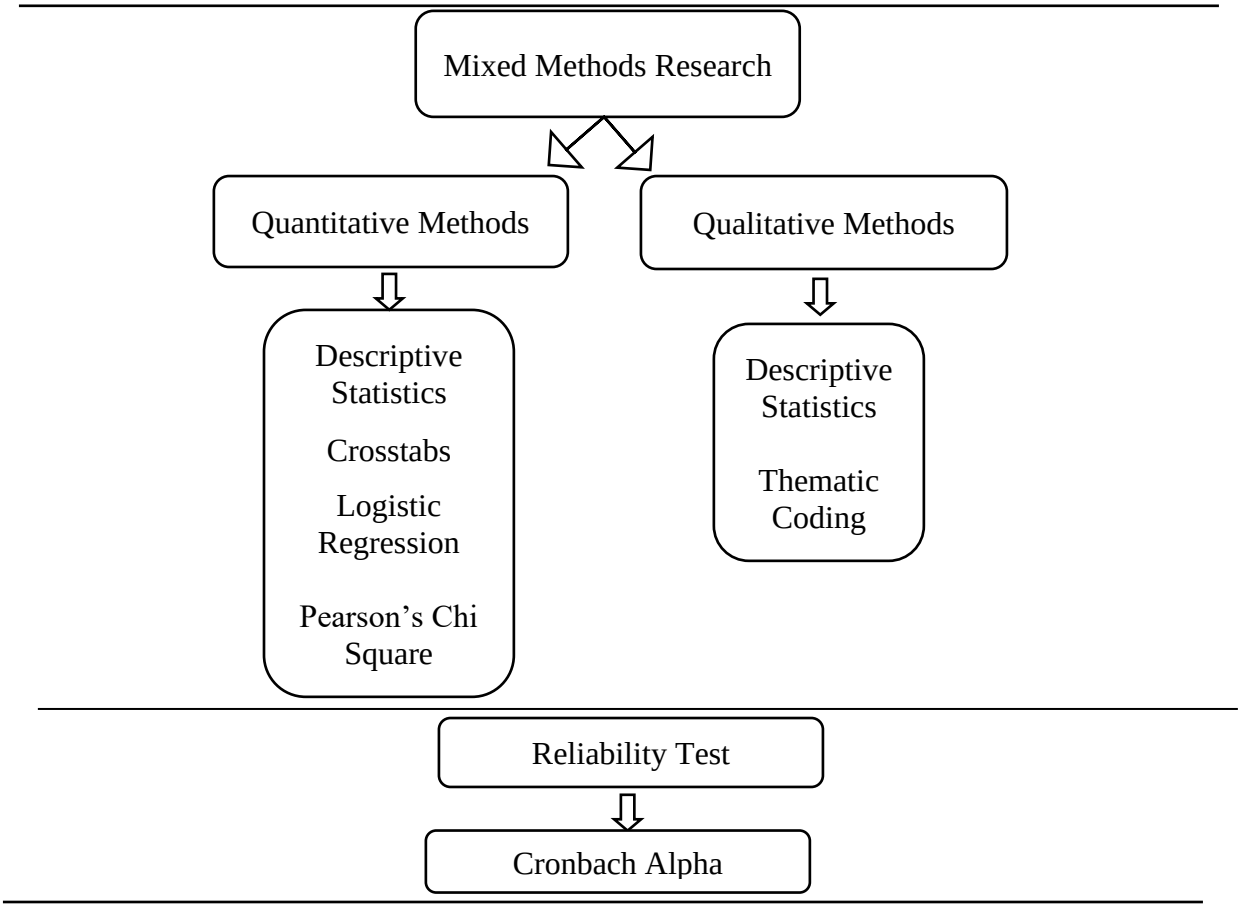

Figure 7. Data analysis process for mixed methods study.

Cronbach Alpha establishes internal consistency. The Cronbach Alpha test was used to test the reliability of the three surveys that were completed by the participants. The literature mentioned a reliability coefficient of 0.70 or higher was considered acceptable (Tavakol & Dennick, 2011). The result of the Cronbach Alpha test revealed that the scores were in the acceptable range of reliability, using 0.7 as the basis for comparison for this study. The SSI-SA reliability score was 0.671, the SSEIT reliability data score was 0.884, and the SWLS reliability score was 0.84, as seen in Table 12. These results support that, even though the sample size was small, the reliability of the test was valid.

Table 12

Cronbach Alpha for the Surveys

Name of Survey	Alpha
SSI-SA	0.671
SSEIT	0.884
SWLS	0.84

Note: *Alpha* > 0.7.

The sample population were undergraduate, full-time students at the college. When the demographic information of this sample was calculated, it uncovered that there were more female participants (69%) than male participants (31 %). When the academic class level was reviewed it revealed that no seniors participated in the study. The largest percentage was Freshmen (47%), followed by, Juniors (31%), and then Sophomores (22%), as seen in Figure 4.

For the purposes of this study, academic success was represented by the participants' self-reported grade-point-average. The GPA breakdown showed that a subset of fourteen students, where eight female and six males reported a GPA of (0.0 – 2.8); and a subset of thirty-

five students, where twenty-six female and nine males reported a GPA of (2.9 – 4.0). These descriptive statistics provide a snapshot of the demographic data of the subjects that participated in this study (Table 3 & Table 4). These finding provided critical information that would be used to support or refute the researcher's hypothesis regarding college success.

Results from the EI survey uncovered a total of (24.5%) participants who scored 137 or greater on SSEIT. The score of 137 on the SSEIT is associated with a high level of EI, according to the scoring protocol for the assessment. Participants who scored ≥137 are important to highlight, because the set was a mixture of a few subjects who also had a score of ≥4 and below 4 on the SSI-SA. This is important to note, because it reveals that even individuals who use AODs more frequently and have negative consequences due to their use, may also have a high EI score.

The literature states that levels of low EI are linked to higher levels of SUDs and this study shows an inconsistency in this connection (Kun & Demetrovics, 2010). There were examples in the raw data culled from this study, where students with elevated SIA-SA scores also had high EI scores. The contradiction to this popular result was seen in the data collected in this study that revealed that students with high levels of AOD use also could have high EI, perform academically well and have positive levels of life satisfaction. This result could be significant for researchers, behavior health providers, and education practitioners to take into consideration.

A higher level of EI and a sense of a higher level of life satisfaction seems to combat the negative effects of substance use traditionally seen in the literature. Although there is no direct correlation between EI and academic success, there is evidence that when substance use is introduced, academic success suffers. However, this study provided results that revealed

students who had higher levels of EI and well-being, could also had scores of ≥4 on the SSI-SA. The students stated, that from their perspective, they used EI to relate to people, organize and prioritize tasks and their responses to people and events, and it helped to control their actions. This would infer that even though they may use substances more than the recommended amount, they are able to make proper decisions, and not overreact to stressors and abuse substances to a degree that would have a dramatic negative effect on their college experience. This statement does not support improper use of illegal drugs, but that the use or experimentation with these substances does not always mean that the individual has low EI or poor life satisfaction.

When the substance use survey (SSI-SA) was assessed for $N = 49$, it uncovered that 26.5% of the sample reported a score of four or greater and 73.5% reported a score of under three. A score of ≥4 has implications for the student to be referred to support services for substance use concerns. Analysis from the wellness survey showed that 38.8 % of the subjects reported a score of twenty-six or higher. A total score of ≥26 on the SWLS is associated with a high level of life satisfaction; this set was compiled of mixture of subjects who scored ≥4 and below 4 on the SSI-SA, and participants who scored ≥137 and below in the SSEIT. These results further support the new finding, where it is recommended to take into consideration that there could be additional factors that influence the result of elevated AOD use in college students, and that not all individuals who score ≥4 on the SSI-SA have low levels of EI or well-being.

Further assessment was required to identify the qualitative group by filtering the data to find participants who met the inclusion criteria. The results of this inclusion criteria can be found in Figure 5. Four participants fell into this sub-group, as seen in Table 6. The purpose of this sub-group was to use the answers found on their follow-up survey to gather their perspectives on

EI, well-being, success; and what would be the most effective methods of learning these skills to strengthen their levels in these areas. The responses on the survey served the purpose to answer the overarching question of this study. Additional discussion on the interpretation of the findings of the participant perspectives will be found later in this chapter.

Null Hypothesis

The null hypothesis was that there would be no relationship among EI, collegiate success or well-being. The null hypothesis was shown to be accurate in respect to the absence of a correlation between EI and collegiate success, specifically in the area of academic status. However, it was nullified by the presence of a correlation in the direction of high EI scores and high well-being scores were present in this study. This is significant, because no student who scored high on EI scored low on well-being.

Alternate Hypothesis

Based on the current literature, the researcher formulated an educated guess on what the outcome of the analysis potentially could reveal. It was hypothesized that substance users with high Emotional Intelligence would have higher grade point averages and a more positive life satisfaction score. This supposition was both supported and refuted by the study data. It was found that SUDs students who had high EI scores (≥137) also had high life satisfaction scores; however, not all subjects who had high EI scores had high GPA scores.

Quantitative Analysis Findings

Research Sub-Question (a)

Is there a correlation between EI and success in SUDs students and if so, what is it?

Results from the logistic regression revealed that there was no statistical significance between a series of interactions. All regressions that were run, revealed scores greater than ($p <$

0.05). The Pearson Chi-Square test supported this finding with no statistical significance associated with GPA and gender with a two-sided significance score of (0.240). The interaction between the variables GPA and EI on the four subjects who scored ≥4 on the SSI-SA survey showed that there was no statistical significance ($p = 0.416$). In sum, it was found that EI is not a predictor of GPA in substance users.

Research Sub-Question (b)

Is there a correlation between EI and well-being in SUDs students and if so, what is it?

The tests depict a relationship between well-being and EI with a statistically significant score of $p = 0.008$. Subjects who scored high on EI also scored high in life satisfaction, and no participant who scored low on EI had a high well-being score. In sum, there was a correlation between EI and well-being in the substance users.

Qualitative Analysis Findings

The rationale for creating inclusion criteria specific for the qualitative assessment was to address the research questions. Further assessment was performed to identify if any of the subjects in the smaller sets met the inclusion criteria to qualify for qualitative analysis. The findings identified a subset of four subjects, two females and two males. The criteria that the subjects had to meet to be included in the qualitative analysis were to meet or exceed the following scores on all assessments: ≥4 on the SSI-SA, ≥137 on the SSEIT, and a ≥26 on the SWLS. This group data was reviewed using thematic coding and identification of commonalties that existed among the four subjects.

The following sub-questions were addressed using the answers provided by the four participants from the additional survey in the assessment packet given to all participants. The

specific survey questions that provided relevant answers to each sub-question will be identified under the sub-question headings.

Research Sub-Question (c)

What meaning do SUDs college students assign to EI?

This sub-question was addressed in survey questions six, seven, eight, and nine (Appendix K). Participants stated that they used EI when interacting with others, and that EI provided them with focus, understanding, the skills to recognize emotions in themselves and others, an ability to relate to others, organizing and prioritizing tasks, and assisting in controlling their actions. Participants also stated that the best way to help them develop EI was to practice using it, learning more about it in a class or seminar, and listening to their own and others' feelings (Table 4). One participant described EI as "an important part of growing up, so I can understand myself and others." Another participant stated that EI "was something that helps me control my actions and what I say and do in response to others."

Research Sub-Question (d)

Do SUDs college students feel that EI plays a role in their well-being?

This sub-question was addressed in survey questions three and four (Appendix K). All four subjects responded positively when asked if they felt that EI played a role in their well-being. This was followed up by the students identifying support systems from friends and family and strong mental health as the contributors to their success (Table 4). One participant described how EI plays a role in their wellbeing by stating "EI helps me to maintain a strong mental mindset which helps to balance things." Another student wrote that EI plays a role in their well-being "because it helps me to be successful in school."

Research Sub-Question (e)

Do SUDs college students feel that EI plays a role in their collegiate student success?

This sub-question was addressed in survey questions five, six, and seven (Appendix K). All four participants responded positively when asked if their EI plays a role in their collegiate success; the words positivity, persistence, determination, and positive mental-health were also associated with EI and success by the participants (Table 4). Even though there was some overlap in the answers that the student provided, it was evident that the students felt that there was a connection among EI, well-being, and their success in college, because of the repeated phrases that students used to clarify their perspectives. One student noted "without EI, I am not sure I would be as persistent in my studies." Another student simply attributed EI and their college success to "my positivity and positive mental-health, which helps me make good decisions."

Interpretation of Findings

The findings in this study revealed that substance use did impact collegiate success. Current research supports the findings in this study, which indicates that the use and abuse of AODs have negative effects on the success, GPA, and well-being of college students (Arria et al., 2013; Eikenberry, 2016; NIAAA, 2005; Pritchard & Wilson, 2003; Riley & Schutte, 2003). Subsidiary findings in this study are concurrent with the literature, where the odds decrease when substance use is involved in the female participants in relation to academic success. The current literature has mixed results on the impact that gender plays in EI, well-being, and college success (Brackett et al., 2011; Eikenberry, 2016; Jaeger, 2003; Ramirez et al., 2016; Riley & Schutte, 2003; Stys & Brown, 2004; Walsh-Portillo, 2011). Further research is needed on the interaction of these variables.

The evidence of thirteen out of a total for forty-nine participants reported interactions and subsequent consequences of the use of AODs, leads the researcher to believe that the participants were, in fact, honest in their answers. It is believed that the use, abuse, and experimentation with substance in college is a rite of passage. However, there is a great deal of stigma still associated with revealing the use of substances due to fear (The National Center for Abuse and Substance Use at Columbia University, 2007). It is not uncommon for participants to under-report their experiences with AODs, due to the fear of getting in trouble. The presence of about 27% of students in this study reported substance use and negative effects is consistent with the national statistics of college students reporting 39% alcohol abuse and 22% illicit drug use in 2014 (Lipari & Jean-Francois, 2016). One of the assumptions of this study included the notion that all participants would answer honestly on the surveys provided. The evidence of any subjects self-reporting that they do use substances and that they have encountered negative circumstances, demonstrates a level of honesty, even if it struck a feeling of discomfort in the participant to report.

The fact that experimentation with substance is more prevalent in ages 18- 25 and that there is evidence that college going individuals have a higher presence of use than their non-college going peers is not avoidable (Arnett, 2005; Davis, Sheidow, Zajac, & McCart, 2012; Laudet, Harris, Kimball, & Moberg, 2014). Even though colleges have a "substance free zone", that does not mean that the use of AODs is not present. An ability to address the use of substances on campuses is a concern, as resources and prioritization of needs by leadership are continuously changing. There are campuses that provide support services as part of alcohol and drug prevention programming or student affairs support strategies; however, the resources for these programs from federal and private entities are limited (NASPA, n.d.). Thus, many schools

are not able to properly address the issues associated with college populations that assimilate using substances as a rite of passage (Wechsler & Wuethrich, 2002).

Alcohol and drug use continue to be ranked among the greatest health threats to college students today (Raskin-White & Rabiner, 2012). They are not only a threat to physical health, but emotional and social competencies, well-being, and academic success are affected as well (HECAODVP, 2008; NASP, n.d.). A belief in the ability to develop EI as a skill by educational leaders would bring an element to programs that could be offered to address substance use. This is supported by the findings in this study, which show through the perspectives of the students who reported their belief in EI and wellness, and how they play a role in their college success.

This study used the model developed by Mayer and Salovey (1997), which is broken down into four specific EI competencies. These competencies have been shown to be required to be strong to drive a college student's success. The first competency, understanding emotions, was characterized by the ability to analyze one's own emotions and apply it over time. The second competency was managing emotions, which was described as "self-knowledge and social awareness" (Mayer et al., 2004, p. 199). The third competency was facilitation of emotions, which referred to emotions which assisted an individual's thinking. The fourth competency referred to perceiving the emotions of others as a skill.

These competencies were noted in the responses as important by the four sub-group participants, even though well-being, EI, and gender, were not statistically proven to be predictors of collegiate academic success in the whole group (N = 49) and the sub-group (n= 4). What was important to note, was that even though there was not a statistically significant relationship between EI and college success, the students reported that they believed it did play a role in their success in college.

For the purpose of this study, collegiate success was identified through the collection of grade point averages. However, the students may not have only considered this as a measure of collegiate success. Persistence is also seen as a measure of college success as well as graduation. Therefore, further investigation would need to be completed to determine, what students characterize as collegiate success, in their opinion.

When the students were asked in question six on the follow-up survey, "*If EI plays a role in their college success*?" all four participants answered "yes". The participants also clarified their response by providing specific examples that included the following words: EI provides focus, understanding, and recognition of emotions which assist them in their success. This evidence supports that students do recognize the role that EI plays in their success in college. The four competencies as designed by Mayer and Salovey (1997), focused on understanding, perceiving, managing and facilitating emotions. The sub-group (n = 4), specifically used the terms, understanding and recognition of emotions to be essential in their path to success.

The skills of perceiving and understanding one's own emotions and the emotions of others could be helpful in challenging situations. If the student is able to understand an emotion they are feeling, then they would be able to better deal with the source of the that emotion. For example, a student continues to experience perspiration, body temperature rising, and uneasiness before a test. The student understands that they may have anxiety or fear about failure. Understanding this feeling can guide the student to resources that could assist them in managing their feelings so that they do not interfere with the student's ability to focus and excel on a test.

Whereas, the skill of perceiving another's emotions would be useful in the scenario of living on campus in a residence hall, with a roommate. An ability to perceive subtle cues from

an unhappy roommate could be helpful in maintaining a positive living arrangement. The skill of perceiving the correct emotion could assist students to respond to a situation appropriately and defuse potentially challenging outcomes.

The participants also reported that they felt that developing the EI skills were important, and it could be done by integration in the classroom, workshops, or opportunities to practice the skills. This is powerful information, directly provided by undergraduate students. The power lies in the evidence of the student perceptions and the recipe they provide as the key to reaching them to address the relevance of developing their own levels of EI and well-being and how to accomplish it while in college. The evidence shows that undergraduate students who use and possibly abuse substances, perceive EI to be a part of their ability to be successful in college is valuable information. Since these students recognize that two of of the four EI competencies are helpful to them, it would be suggested to conduct additional research in which EI competency affects student success and well-being.

Riley and Scuttle (2003) found correlations existed between substance use disorders and the levels of emotional intelligence (EI) in college students. Their study showed a direct relationship between low emotional intelligence and both alcohol-related problems and drug-related problems, as well as risk-taking behavior and with college students who had substance use and low EI scores (Eikenberry, 2016). Many students use alcohol as a coping mechanism in order to manage the multitude of factors while in college (Pritchard, Wilson, & Yamnitz, 2007). Factors including stress, anxiety, peer pressure, challenges involving finances, family, academics, poor life satisfaction, low EI, trauma or even health can be reasons for college students seeking a way to escape. However, the reason for AOD use as a popular coping mechanism in college students is not clearly identified in the literature.

This study uncovered a correlation between EI and well-being in the substance users. Subjects who scored high on EI also scored high in life satisfaction and no participant who scored low on EI had a high well-being score. Life satisfaction, which was the measure of well-being in this study, is associated with a positive support system; good mental health; high EI; satisfaction in personal performance; and spiritual, emotional, physical, financial, and social growth (Awartani, Whitman, & Gordon, 2008; Bar-On, 2012; Brackett, Rivers & Salovey, 2011; Stys & Brown, 2004). Using triangulation, this study illustrated statistically and perceptually, that EI and well-being are correlated. This was achieved through information provided by the students from their responses written on the questionnaire via thematic coding; where the participants in this study supported the principles associated with how they perceive EI to play a role in their well-being in their written statements.

Well-being was studied in the current body of literature, however there was little information that existed in respect to EI, substance use, and college student success. Most studies only focused on these variables and wellness independently. Utilizing the constructivists' view, the researcher believed that there was a connection between well-being and college success, when high EI was present in substance users because those students had a stronger foundation in EI and well-being. This suggests that students may turn to using AODs more frequently due to stressors and or low life satisfaction at that period in their life, and not due to low EI.

The findings in this study reveal that social and emotional foundations are important to the success and well-being of college students. This was supported by the perspectives of the participants. Stronger foundations allow for the opportunity for students to deal with the challenges of college, which in turn assists in their ability to do better academically. There is

evidence that supports that GPA and managing social and emotional situations assist in the academic and social emotional success of college students (Becker & Luthar, 2002; Stewart, Lim, & Kim, 2015). Whereas this study provided additional information for the field that demonstrates that EI and well-being are also associated. These elements are essential to boost confidence, provide a basis for better decision making, and offer an ability to manage the stressors without experimenting with drugs and alcohol as an escape.

Limitations of the Study

The limitations that were considered in the study, were sample size and diversity of the sample population. The use of correlations contributed to the limitations of the study as well. These examples limited the opportunity for confirmability and generalizability of the findings. Also, the very nature of the questions specific to AODs could have triggered uneasiness, embarrassment, and even fear of getting in trouble. Thus, an assumption of the researcher was that participants would answer honestly, but there is no method to confirm this assumption.

As well as, the request to work with the department of student affairs to administer the surveys to a larger population on campus and have access to students with reported conduct reports involving substance use was denied. There was resistance from the university's IRB regarding this topic and the methodology proposed. This was due to the assumed sensitivity of the subject of substance use and the need to ensure confidentiality. The requirement to meet the IRB's reservation, delayed the data collection period. There was also a concern by the researcher, that the survey packet would take more time to complete, by including the follow-up survey and would impact student responses. There were many instances of short phrases and one word answers by participants and this may have been due to the total time required to complete the packet.

The prospect for transferability of this study is high and could be reproduced at other small or larger colleges. Increasing the sample sizes could improve generalizability. Trustworthiness was achieved using credible surveys as defined by the literature review and by validating the surveys used in the study with generating Cronbach Alpha reliability tests. The use of triangulation, peer review, and expressing researcher bias, strengthens the study and supports the credibility of the finding of this study.

Recommendations

The following recommendations are suggested for future research, based on the findings of this study:

1. More research is required in the area of college students and emotional intelligence.
2. Additional longitudinal studies should be conducted on SUDs students and the impact that development of EI and well-being skills have on the success and persistence of college students.
3. Research that identifies if there is a specific EI or well-being skill that is more useful to develop during the ages of 18-22, that would assist college students in better managing the challenges in college, as well as assist professionals in developing targeted skill development is recommended.
4. Further studies should be conducted to increase the body of knowledge and understanding, specifically regarding the interaction of emotional intelligence, well-being, and college success.
5. Further investigation in the specific competencies of EI and what methods would be most effective in strengthening the specific competencies effectively. Identifying a

formula for effective skills development would help educational leaders, professors, and other practitioners to practically apply it to their classrooms and programs.

The following recommendations are suggested for educational leaders, based on the findings of this study:

1. The specific purpose for creating this study, was to aid educational leaders in the field to develop programs for students who struggle with substance use and abuse, so that they could thrive in the challenging collegiate environment. Educational staff and leaders are positioned to assist students directly. This study uncovered that students reported wanting to be helped via the classroom and seminars. A creative integration of traditional classroom experience with additional EI and wellness development would serve this purpose.
2. Specific training would be required to assist professors to integrate EI and wellness practices in the classroom. This could be achieved by staff development for academic departments, support to attend conferences specific to these topics, departmental retreats, seminars, workshops, or online learning resources to provide support to the educators. The need for educational leaders to prioritize these aspects into college classrooms is how this recommendation would be achieved. Only then, will the majority of educators buy into to concept that a whole-student education process is essential for productive future members and leaders of our world.
3. A prime time to address the importance of student development and directly impact budding college students is during their first year. Many colleges and universities provide a first-year seminar or credit experience. Integrating EI and wellness into that first introduction to college would be a meaningful connection. Also, the

exposure to the challenges that college students will face if they engage in substance-using behaviors during college, would be an effective interaction for educational professionals to address in first year students.

The following recommendations are for the field of educators, policy makers, and college support services and student affairs professionals:

1. The need to shift the belief to supporting the development of the whole student is essential. Academic achievement can only get students so far. The need for good decision making, social and emotional foundations, and a strong well-being foundation can positively affect the outcome of college student persistence and lead to graduation. Therefore, it is recommended to not only rely on policy that should deter substance use and the application of the conduct system, but to utilize interventions, support resources, learning and development of skills like EI, decision making, stress management, and other financial, social and health statuses that affect a student's capacity to succeed.
2. The belief in this shift would ensure that these practitioners would use it as a foundation in their decision making, course development, and approach to how to combat common student conduct incidences related to the use of AODs. So, a shift in the way that resources are allocated and a requirement for educators to buy into this as an essential part of a student's education is recommended.

The following recommendations are for K-12 educators:

1. The need to weave EI skills and habits of well-being into everyday curriculum in K-12 classrooms would make a positive impact on the students entering into higher

educational settings. It is clear that not every student is experiencing these important skill development opportunities on a personal or educational level.

2. Professional development for superintendents, principals, teachers and support staff on how to incorporate EI skill and habits of well-being into the curriculum could positively impact primary education students.

Implications

It appears that it is a combination of factors that impact collegiate success. It is clear that the college environment is challenging, but this is not avoidable based on the popular belief that experimentation and exploration for college students is acceptable. It is common to witness stress, anxiety, life circumstances, academic pressure, social pressure, and emotional strain on many college students, since college can be a place where less supervision and support is available. These examples provide a reason why some college students turn to AODs. However, there appears to be a barrier on many campuses that do not allow practitioners and leaders to see the impact that these examples cause on college students. The idea that a campus has policies that do not allow underage drinking or illegal drugs to be used on campus, does not mean that the campus is insulated from these actions occurring on or off campus.

This is not just a concern for those students who get caught and are processed by the student conduct system, or those who ask for help or are screened and have red flags. The reasons why students on college campuses use AODs more often than their peers implies that it is not only due to accessibility to the substances. It could be the result of the many barriers that students in college are faced with while at their post-secondary setting. Policies will deter many individuals, because they do not want to break the rules; however, that is not enough. The need for a comprehensive collegiate community response to prepare students on all levels is evident.

Research, statistics, reports, and social media to reinforce that the students entering and presently in post-secondary institutions are different than students from fifty years ago. However, higher education is slow to change and adapt new programs, policies, and access resources to address the need to transform to meet the current needs of students. This could imply that some of the contributing factors to why today's college students still adopt the old philosophy that using AODs is a rite of passage, because their institution is not meeting their support needs. As a result, the students turn to other outlets, like elevated use of AODs, due to social and emotional pressures to cope.

In all examples in this study, the subjects who produced SSI-SA scores of ≥4 and scored high on EI also scored high in life satisfaction, regardless of gender, academic year, or GPA. This is new information that can be added to the current body of written literature. The fields that would benefit from this knowledge are researchers investigating EI and college success in college students, as well as educational practitioners who may need to adjust their philosophy to incorporate a new mind-set and break down the silos found in many higher educational institutions. This mind-set would require educators, leaders, and practitioners to think about the whole student. Well-being and the principle of whole-being growth and development presents a unique and powerful way for higher education professionals to establish programing and supportive resources that incorporate the development of well-being and EI.

The implications that could be associated with this shift in entire campuses buying into the concept that higher education is not just about academic achievement, would be challenging at many institutions. However, there is evidence that there is in interest in the well-being of college students, because there have been national conferences dedicated to this concept. While it is evident that this line of thinking is slowly being introduced to student affairs professionals

and behavior health professionals, there still is a gap in bridging the support services on campuses with academia. It is believed that it would take a united movement, where the leaders on campus must initiate this dynamic shift.

College students will be our next professionals and leaders in this world, and it is up to the current professionals to prepare them for the next step. The need to prepare the whole student and not just the academic potential of a student has increasingly become more important. These students will ultimately become part of the decision makers, leaders, citizens that be managing our future governments and world. Knowing that the current student is not similar to the students from years ago, it is even more important that we address the concerns facing the current student body. Taking a perspective that developing the whole student, not just academic aptitude, will in turn provide strong foundations for growth, flourishing, and a level of well-being, could aid students in their time of need to make good decisions. This shift must also be made not only at the collegiate level but at the K-12 setting as well. It is clear, that the lack of EI skill development and positive well-being habits does play a role in a student's success in college. However, if these skills were developed as an integrated approach in the K-12 setting, then more college aged students may have a stronger foundation to be successful, happy, and positive collegiate experience. It is crucial to prioritize non-academic development like well-being and EI, so that these skills and powerful belief can assist college students to persist, graduate, be happy, and essentially thrive in tomorrow's world.

Conclusion

The overarching question: What are the SUDs students' perceptions of the role that EI plays in their collegiate student success and well-being? was addressed utilizing the combination of qualitative and quantitative methods and interpreted using a constructivist's world view and the framework of EI as defined by Mayer and Salovey (1997). These perceptions were culled from survey data and analyzed by thematic coding. Findings illustrated that the students who met the criteria for further qualitative analysis perceived EI to play a role in their level of well-being and academic success. The participants also reported that a good support system, strong mental health, determination, persistence, and positivity were all important factors in college success, where college success is defined by graduation for the purposes of this study. Lastly, the participants reported that it would be best to meet them where they are, such as the classroom, or via workshops in the dorm or student activity area to develop their skills in EI and well-being to make an impact on their development.

The study's sub-questions were addressed by extracting data from surveys that were analyzed using SPSS by way of descriptive statistics, logistic regression, cross tabulation and Chi-Square statistical methods. The total subject group was analyzed as well as the subset group that qualified for the qualitative analysis, which was done through thematic coding. The rationale for the whole-group analysis was to compare results from this study to the outcome of other studies, while the subgroup analysis was to provide additional information to the current research to support educational professionals.

It is essential for today's college student to persist, be successful in college and do so with a high level of well-being and EI to navigate and conquer the many obstacles and psychological and social challenges. Today's student has evolved and requires different methods

of support and resources (OECD, 2011; Ross-Gordon, 2011). Higher education institutions, the federal government, and higher education professionals must prioritize the development and maintenance of well-being, so that risk factors like substance use, low EI, and negative mental-health states do not impede college student success. Money, passionate and knowledgeable professionals, and a united approach across departments in higher educational settings would positively impact students. Research in higher education allows us to do better, because now we know better.

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Appendix A: Simple Screening Instrument for Substance Abuse Self-Administered Form

Directions: The questions that follow are about your use of alcohol and other drugs. Mark the response that best fits for you. Answer the questions in terms of your experiences in the past 6 months.
During the last 6 months…

1. Have you used alcohol or other drugs? (Such as wine, beer, hard liquor, pot, coke, heroin or other opioids, uppers, downers, hallucinogens, or inhalants)
___ Yes ___ No

2. Have you felt that you use too much alcohol or other drugs?

___ Yes ___ No

3. Have you tried to cut down or quit drinking or using alcohol or other drugs?

___ Yes ___ No

4. Have you gone to anyone for help because of your drinking or drug use? (Such as Alcoholics Anonymous, Narcotics Anonymous, Cocaine Anonymous, counselors, or a treatment program.)
___ Yes ___ No

5. Have you had any health problems? For example, have you:

___ Had blackouts or other periods of memory loss?

___ Injured your head after drinking or using drugs?

___ Had convulsions, delirium tremens (“DTs”)?

___ Had hepatitis or other liver problems?

___ Felt sick, shaky, or depressed when you stopped?

___ Felt “coke bugs” or a crawling feeling under the skin after you stopped using drugs?

___ Been injured after drinking or using?

___ Used needles to shoot drugs?

6. Has drinking or other drug use caused problems between you and your family or friends?

___ Yes ___ No

7. Has your drinking or other drug use caused problems at school or at work?

___ Yes ___ No

8. Have you been arrested or had other legal problems? (Such as bouncing bad checks, driving while intoxicated, theft, or drug possession.)
___ Yes ___ No

9. Have you lost your temper or gotten into arguments or fights while drinking or using other

drugs?

___ Yes ___ No

10. Are you needing to drink or use drugs more and more to get the effect you want?

___ Yes ___ No

11. Do you spend a lot of time thinking about or trying to get alcohol or other drugs?

___ Yes ___ No

12. When drinking or using drugs, are you more likely to do something you wouldn't normally do, such as break rules, break the law, sell things that are important to you, or have unprotected sex with someone?
___ Yes ___ No

13. Do you feel bad or guilty about your drinking or drug use?

___ Yes ___ No

The next questions are about your lifetime experiences.

14. Have you ever had a drinking or other drug problem?

___ Yes ___ No

15. Have any of your family members ever had a drinking or drug problem?

___ Yes ___ No

16. Do you feel that you have a drinking or drug problem now?

___ Yes ___ No

Thanks for filling out this questionnaire.

Appendix B: Scoring for the SSI-SA Instrument

Name/ID No.: _____ Date: _____ _

Place/Location: _____ , _____ _

Items 1 and 15 are not scored.

__ 2	__ 7	__ 12
__ 3	__ 8	__ 13
__ 4	__ 9	__ 14
__ 5 (any items listed)	__ 10	__ 16
__ 6	__ 11	

Total score: (Score range is 0-14)

The following items are scored as 1 (yes) or 0 (no):

Score range: 0-14

Preliminary interpretation of responses: Score Degree of Risk for ADD Abuse

0-1 ..... None to~low

2-3 ..... Minimal

>4 ..... Moderate to high: possible need for further assessment

Appendix C: The Schutte Self Report Emotional Intelligence Test (SSEIT)

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = strongly disagree 2 = disagree 3 = neither disagree nor agree 4 = agree 5 = strongly agree

1. I know when to speak about my personal problems to others 1 2 3 4 5

2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame 1 2 3 4 5

them

3. I expect that I will do well on most things I try 1 2 3 4 5

4. Other people find it easy to confide in me 1 2 3 4 5

5. I find it hard to understand the non-verbal messages of other people 1 2 3 4 5

6. Some of the major events of my life have led me to re-evaluate what is important and not important 1 2 3 4 5

7. When my mood changes, I see new possibilities 1 2 3 4 5

8. Emotions are one of the things that make my life worth living 1 2 3 4 5

9. I am aware of my emotions as I experience them 1 2 3 4 5

10. I expect good things to happen 1 2 3 4 5

11. I like to share my emotions with others 1 2 3 4 5

12. When I experience a positive emotion, I know how to make it last 1 2 3 4 5

13. I arrange events others enjoy 1 2 3 4 5

14. I seek out activities that make me happy 1 2 3 4 5

15. I am aware of the non-verbal messages I send to others 1 2 3 4 5

16. I present myself in a way that makes a good impression on others 1 2 3 4 5

17. When I am in a positive mood, solving problems is easy for me 1 2 3 4 5

18. By looking at their facial expressions, I recognize the emotions people are experiencing 1 2 3 4 5

19. I know why my emotions change 1 2 3 4 5

20. When I am in a positive mood, I am able to come up with new ideas 1 2 3 4 5

21. I have control over my emotions 1 2 3 4 5

22. I easily recognize my emotions as I experience them 1 2 3 4 5

23. I motivate myself by imagining a good outcome to tasks I take on 1 2 3 4 5

24. I compliment others when they have done something well 1 2 3 4 5

25. I am aware of the non-verbal messages other people send 1 2 3 4 5

26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself 1 2 3 4 5

27. When I feel a change in emotions, I tend to come up with new ideas 1 2 3 4 5

28. When I am faced with a challenge, I give up because I believe I will fail 1 2 3 4 5

29. I know what other people are feeling just by looking at them 1 2 3 4 5

30. I help other people feel better when they are down 1 2 3 4 5

31. I use good moods to help myself keep trying in the face of obstacles 1 2 3 4 5

32. I can tell how people are feeling by listening to the tone of their voice 1 2 3 4 5

33. It is difficult for me to understand why people feel the way they do 1 2 3 4 5

Appendix D: Scoring Sheet for the (SSEIT)

To calculate a scale score, reverse code responses to items 5, 28, and 33. That means that after completing all the items, you must change the score for each of these three items to its opposite. So, if your response is 1, change that to a 5; if your response is 4, change that to a 2; and so on. A response of 3 stays as it is. Then sum all responses for a total score. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence.

1.	14.	27.
2.	15.	*28.
3.	16.	29.
4.	17.	30.
*5.	18.	31.
6.	19.	32.
7.	20.	*33.
8.	21.	Total:_____
9.	22.	
10.	23.	
11.	24.	
12.	25.	
13.	26.	

Appendix E: Satisfaction With Life Survey (SWLS)

Instructions: Below are five statements that you may agree or disagree with.

Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item.

Please be open and honest in your responding.

• 7 - Strongly agree • 6 - Agree • 5 - Slightly agree • 4 - Neither agree nor disagree • 3 - Slightly disagree • 2 - Disagree • 1 - Strongly disagree ____

In most ways my life is close to my ideal. ____

The conditions of my life are excellent. ____

I am satisfied with my life. ____

So far I have gotten the important things I want in life. ____

If I could live my life over, I would change almost nothing.

Scoring:

Though scoring should be kept continuous (sum up scores on each item), here are some cutoffs to be used as benchmarks. □ 31 - 35 Extremely satisfied □ 26 - 30 Satisfied □ 21 - 25 Slightly satisfied □ 20 Neutral □ 15 - 19 Slightly dissatisfied □ 10 - 14 Dissatisfied □ 5 - 9 Extremely dissatisfied

Appendix F: Sample Email

Dear (name),

My name is Leticia DaSilva Orozco, and I am a doctoral student in the Education Leadership Studies Program at the University of Bridgeport. I am conducting a research study on Emotional Intelligence in undergraduate students. I am reaching out to you today to see if it would be possible for you to allow me to speak to your class about participating in this study or if you would be willing to pass along the flyer to your students? I have included the flyer in this email as an attachment.

Please view the brief summary I have provided about the study.

Title:

Perspectives of College Students with Substance Use Disorders and The Role of Emotional Intelligence on Student Success and Well-being.

Purpose:

The purpose for conducting this study will be to purpose of this mixed methods study is to provide detailed information to assist educational leaders in developing programs to assist students to develop their EI as an important part of student well-being and collegiate student success.

The participation in this study will take approximately 15-20 minutes of time and requires students to complete the survey packet.
All students who participate will be provided a raffle ticket and they will be entered into a drawing for a $25 VISA gift card.

Feel free to contact me if you have any questions.
Please respond to this email, with your decision about distributing this flyer to your students in class/online or if you would allow me to say a few words to your class to encourage them to participate.

Thank you,
Leticia DaSilva Orozco
Leticiadorozco@gmail.com
203.240.2766

Appendix G: Sample of Flyer for Recruitment

Volunteers Wanted for a Research Study

Seeking full-time undergrads to participate in a research study for the Education Leadership Studies program.

Title:

Perspectives of College Students with Substance Use Disorders and The Role of Emotional Intelligence on Student Success and Well-being.

Principal Researcher: Leticia DaSilva Orozco, University of Bridgeport
Chair of Dissertation Committee: Patricia Smedley Buxton, Ed.D.

Chance to win a $25 gift card for participation
Dates for survey completion:
Location:

Contact Information:
For more information please contact:

- Leticia Orozco at leticiadorozco@gmail.com or 203.240.2766
- IRB SBS # (insert)

El study Contact: Leticia Orozco leticiadorozco@gmail.com/ 2032402766

Appendix H: Consent Form

Title: Perspectives of College Students with Substance Use Disorders and The Role of Emotional Intelligence on Student Success and Well-being.

Principal Researcher: Leticia DaSilva Orozco, University of Bridgeport

Chair of Dissertation Committee: Patricia Smedley Buxton, Ed.D.

ABOUT THE RESEARCH STUDY

Purpose: The purpose for conducting this study will be to purpose of this mixed methods study is to provide detailed information to assist educational leaders in developing programs to assist students to develop their EI as an important part of student well-being and collegiate student success.

Risks and Benefits: The risk to the participant includes the possibility of distress or harm related to breach of confidentiality. To alleviate this risk, the data will be collected and coded with a unique identifier. The surveys will be coded and scored.

Participation: Participation in this study is voluntary. You have the right to decline participation in the study or withdraw participation at any time without penalty. Your participation will include the completion of the consent form and demographic data, as well as the completion of three self-reported surveys, and the follow-up questionnaire.

The survey packet will take approximately 20 minutes to complete and you will be entered into a raffle for a $25 VISA gift card.

Confidentiality: The assessment data will be coded and no personal information will be revealed or connected to the outcome of the assessments. The study is affiliated with the University of Bridgeport and has passed the IRB.

Compensation: There is an opportunity to be entered into a raffle for a $25 VISA gift card for participation in the completion of the assessments and an opportunity to be entered into a raffle for a $25 gift card and provided food if selected for the focus group, post-survey completion.

Results and Questions Regarding the Study: You have the right to request feedback about the results of the study or pose questions although. The researchers will not be able to provide you your personal outcomes. You may contact the Principal Researcher, Leticia DaSilva Orozco, or the Committee Chair, Patricia Smedley Buxton, Ed.D, or the University of Bridgeport.

I have read the above statement and understand the purpose of the study, my rights as a participant regarding confidentiality and compensation. I have been able to ask questions, express concerns for clarification and have a clear understanding of my participation in this study including the potential benefits and risks. I understand that by participating in this study, I may be selected to participate in a focus group that will take approximately 2 hours of my time. I understand that participation is voluntary and that no rights have been waived by agreeing to this consent form.

Name: _____ Date: _____

Email: _____

Cell Phone: _____

Signature _____ Date_____

Appendix I: Demographic Survey

Please circle all that apply.

Classification:

Freshman Sophomore Junior Senior

Gender:

Male Female Other

Age:

Are you between ages 18-25 years: Yes No

Overall Grade point average to date:

1.0 - 2.0 2.0 - 2.8 2.9 - 3.5 3.6 and above

Appendix J: Sample of Raffle Ticket

EI Study Raffle Ticket

Name: _____ Date:_____

Cell Phone Number:_____

Email:_____

Appendix K: Follow-up Questionnaire

1. Were you familiar with Emotional Intelligence before this study?
2. Describe your academic experiences including academic success as an undergraduate student.
3. Do you feel that EI has played a role in your wellbeing?
4. What has contributed to your success through your years in college?
5. What qualities do you attribute your success as an undergraduate student?
6. Do you feel that EI plays a role in your collegiate student success? If so, how?
7. Do you feel that you use emotional intelligence when interacting with others in your day-to-day life?
8. How would you describe the ways, you use emotional intelligence in college?
9. In your opinion what is the best way to help you continue to develop your emotional intelligence?